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AUTHOR	Armstrong, William B.
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ABSTRACT

In 1991, California's San Diego Community College District (SDCCD) formed a task force to investigate the effects of adopting academic calendars that end either before or after the winter holidays. To gather information, the task force performed a grade distribution analysis among district college students to determine the impact of fall semester end dates on student performance. In addition, two surveys were conducted: one queried 19 California community college districts that had switched calendar starting and ending dates within the past decade; one asked approximately 10,000 continuing students registering in fall 1991 of their calendar preferences. Results of the study, based on responses from 11 districts and 9,807 students, included the following: (1) semester start and end dates had little effect on student performance, course drops, or withdrawal patterns; (2) factors that influenced districts to change calendars included faculty desire to complete the fall semester before the winter break, improved transferability and summer labor market for students, and improved professional development for faculty; (3) districtwide, 53% of student respondents preferred starting early and ending the semester before winter break, while 24% preferred starting late; and (4) among those preferring an early start, the strongest preference was for a semester beginning in mid-August and ending in mid-December. Appendixes provide tables showing student responses by SDCCD college, the student and district survey instruments, and district responses. (BCY)

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ED 413 973

THE REPORT OF THE ACADEMIC CALENDAR TASK FORCE:

The Educational, Fiscal, and Access Implications of the Fall Academic Calendar

San Diego Community College District

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Research & Planning

Fall, 1991

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EXECUTIVE SUMMARY

Background

On January 30, 1991, the Board of Trustees requested that an Academic Calendar Task Force be created to investigate issues raised regarding the impact of Fall academic calendars that end either before or after the Winter holidays. This task force was to include students from City, Mesa and Miramar Colleges, and faculty and management representatives. The Board requested that the task force investigate several issues cited as being affected by the Fall calendar, and make recommendations based on these findings to the Board in order to assist in rendering an informed decision regarding calendar start and end dates. This report summarizes the findings of this task force.

Activities

To fulfill the Board mandate, three distinct research activities were conducted. One activity was a grade distribution analysis to determine the impact on student learning and performance as a result of the Fall semester end dates.

The second activity was a survey of other community college districts who had switched calendar starting and ending dates in the last decade. These districts were queried as to the effects of this change in several areas. Among the areas of inquiry were enrollment, ADA, faculty and student satisfaction, and student performance.

The third activity was a survey of almost 10,000 students registering by mail. Mail-in registrants (continuing students) were asked to respond to a variety of questions pertaining to calendar preferences, concurrent enrollment status, intent to transfer, parental status, place of residence, and other demographic and educational variables.

Grade Distribution Analysis

The starting and ending dates of the semester have had little, if any, effect on student performance, drops, or withdrawal patterns. This is true when early Fall calendars are compared to late Fall calendars, and when any Fall calendar is compared to the subsequent Spring semester. In fact, there appears to be remarkable consistency in the distribution of grades over the time periods analyzed. Whatever else it might do, there is little empirical evidence that the ending dates of the Fall calendar adversely affect student performance.

Community College Survey

There appeared to be several factors which influenced each college to change calendar dates from late start to early start. The more prevalent factors cited were; faculty desire to complete the Fall semester before the winter break, student

transferability, improved professional development for faculty, and an improved summer labor market for students.

Student Survey

Overall, students preferred an early start option. This finding held generally across the several categories suggested as being impacted by various calendar options. While the proportion of preference varied according to college or site, whether the respondent had children, was concurrently enrolled, or intended to transfer, in general, a majority of students responding preferred one of the two early start options presented. Interestingly, students preferring the early start option indicated a stronger preference for a calendar beginning in mid-August and ending in mid-December. If we are to use student preference as our guide, this would be the preferred schedule. It is also important to note that while respondents generally preferred an early start option, the proportion actually indicating this preference overall was 53% districtwide. The proportion of students preferring a late start was 24%, while approximately an equal percentage did not have a preference. While preference among the continuing students is for an early start option, the margin of difference is not as high as was believed to be the case.

TABLE OF CONTENTS

Executive Summary II
Background II
Activities II
Grade Distribution II
Community College Survey II
Student Survey III

Background 1
Issues 1
The Academic Calendar Task Force 1
Purpose and Limitations of this Report 2
Structure of the Report 2

Contrasting Points of View 2

Instructional Issues 3
Research Approach 3

Access Issues 4
Research Approach 4

Fiscal Issues 4
Research Approach 5
(Survey of Other California Community College Districts Regarding Calendar Preferences and Options (CCC Survey))
Caveats to CCC Survey 5

DATA ANALYSIS OF FINDINGS

Success Rates and the Fall Calendar 6
Data 6
Findings 6
Grade Analysis Summary 10

Instructional, Fiscal, and Access Issues-The CCC Calendar Survey
Data 10
Findings 11
Calendar Effects on Enrollment of Historically Under-Represented Students 12
Transfer Objective Students 12
Effectives on Participation Rates of Various Student Groupings . . 13
Student Attrition and Success 15
Summary 15

TABLE OF CONTENTS (CONT.)

Student Surveys

Data 16
Mail Registrants 16
Student Survey - 1989 16

Findings

Mail Registration Survey 16
Summary 18
Respondents with Children in School 19
Does Child in SDUSD Affect Calendar Preference? 20
Intended Semester or Quarter of Transfer 20
Calendar Preference by Concurrent Enrollment 22
Calendar Preference by Age 23
Calendar Preference by Marital Status 24
Calendar Preference by Ethnic Group 24
Student Calendar Survey Summary 25

Summary or Academic Calendar Task Force Findings

Student Learning and Performance 26
Student Survey 26
CCC Survey 26

LIST OF TABLES AND FIGURES

Table	Title	Page
1	CCC Survey-Late Start to Early Start Percentage Change in Enrollment & ADA	12
2	Reported Effects of Calendar Dates on Student Participation Rates	14

Figure	Title	Page
1	Grade Distribution F'86 (early) and F'90 (late)	7
2	Detailed Grade Distribution F'86 (early and F'90 (late)	7
3	Grade Distribution F'86 and S'87 (Early Start)	8
4	Detailed Grade Distribution F'86 and S'87 (Early Start)	8
5	Grade Distribution F'90 and S'91 (Late Start)	9
6	Detailed Grade Distribution F'90 and S'91 (Late Start)	9
7	Overall Mail-Registrant Calendar Preference	17
8	Calendar Preference by Campus	18
9	Calendar Preference of those with Children in SDUSD	19
10	Does Child in SDUSD Affect Calendar Preference?	20
11	Calendar Preference by Intended Date of Transfer	21
12	Calendar Preference by Intended Date of Transfer	22
13	Calendar Preference by Age	23
14	Calendar Preference by Marital Status	24
15	Calendar Preference by Ethnicity	25

APPENDICES

	Page
Appendix 1	
Calendar Survey Responses by College and ECC	28
Appendix 2	
Student Survey	29
Appendix 3	
CCC Calendar Survey	30

Background

On January 30, 1991, the Board of Trustees requested that an Academic Calendar Task Force be created to investigate issues raised regarding the impact of Fall academic calendars that end either before or after the Winter holidays. This task force was to include students from City, Mesa, and Miramar Colleges and faculty and management representatives. The Board requested that the task force investigate several issues cited as being affected by the Fall calendar, and make recommendations based on these findings to the Board to assist the Board in rendering an informed decision regarding calendar start and end dates.

Issues

There are few issues which have generated more controversy in the San Diego Community College District than discussions of the academic calendar. For years, debate over when we should end our Fall semester has been a consistent and cyclical feature of our institution. The issue of ending before or after the Winter holidays elicits passionate discussion from all our constituent groups; faculty, staff, administrators, students, and the community. There is a committee formed with the express purpose of annually determining our academic calendar including holidays, start dates, and ending dates which has been meeting for several years and is part of the collective bargaining agreement. The committee consistently becomes mired in discussions over when we should be ending our Fall academic calendar. There are many issues to consider when community colleges are planning academic calendars. By statute there must be a certain number of instructional days. By agreement, dates for mandated holidays are selected. By consensus, we must agree on beginning and ending dates for our Fall calendar that is educationally sound, fiscally responsible, responsive to constituent preferences, and facilitates access. While all are in general agreement about the goals of a calendar, few are in agreement about the impact different calendars have on these goals. In response to the vigorous debate over the calendar, the Board of Trustees requested that a special task force be commissioned to investigate and conduct research into the educational, legal, and fiscal implications of different calendar options.

The Academic Calendar Task Force

To respond to the Board's request, the chancellor created the Academic Calendar Task force in the Spring of 1991. Task force membership included repr sentatives from the college's academic senates, the president of Mesa College, the instructional dean and student services dean from ECC, and student representatives. District staff were appointed to the task force to serve as resources in terms of research, information, and coordination of efforts. These staff included the associate director of Student services, the coordinator of research and planning, and a research and

planning analyst. The task force requested that the Research and Planning Department staff develop a research proposal and timeline to address the salient questions. This was done in June, 1991, and work progressed through the summer and early fall. This report documents the results of these research activities.

The primary goal of the Academic Calendar Task force was to agree on what kind of research would best inform a sound recommendation on when we should begin and end each Fall, and to conduct this research in a timely manner to address several key questions revolving around the calendar issue. Based on the findings of the research commissioned, it was hoped that the data would illuminate the issues sufficiently to validate or refute the various outcomes the calendar was thought to impact.

Purpose and Limitations of this Report

Measuring and predicting the educational and fiscal effects of different calendars is complex and cumbersome. Assuming a relation exists between the calendar dates and the variables of interest, collection and interpretation of supporting evidence is problematic. When data are available, how one interprets the data often depends on where one stands on the question of when to start and when to end. Separating issues of interpretation from philosophy is often difficult. A primary purpose of the task force and this report is to investigate the validity of issues which have been raised in the past regarding the impact of the Fall calendar. These issues include the impact on learning, access, enrollment, withdrawals, and fiscal soundness. All of these issues have been suggested by proponents on both sides of the calendar issue to be dramatically affected by when we begin and end our Fall calendar. Research was proposed and conducted to investigate the accuracy of these assertions and where possible, to support or refute these claims. However, while these activities have been conducted, this report seeks primarily to illuminate and inform the debate over the calendar. Objectivity in an endeavor which arouses emotional debate is impossible to reach, we hope that these data will be viewed inter-subjectively, that is, we generally agree on what we see.

Structure of this Report

What follows is a discussion of these questions and the research activities conducted to gather the information necessary to respond to the Board's questions.

Contrasting Points of View

Although several issues have been discussed as pertinent to the issue of the Fall academic calendar, what follows below is a summary of the major issues cited as germane to the calendar discussion. These issues in large part, formed the basis of the research questions proposed by the Research and Planning Department.

Instructional issues

Early start proponents asserted that teaching and learning are degraded as a result of a calendar that ends after the holidays. They argued that adhering to a calendar that ended after the winter holidays was detrimental to the learning process. It was argued that this was primarily due to a high rate of non-returning students following the winter holidays and that this contributed to lower grades and low retention rates. These lower grades in turn contributed to lower persistence into the Spring term by many students frustrated by their poor performance in the Fall.

The break, coming just before the end of the semester was said to unnecessarily interrupt coursework and to contribute to learning and motivational decay on the part of the students. This "learning decay" manifested itself in poorer performance on final exams, decreased interest in subject matter, forgetting previously learned concepts, and subsequent lower overall course performance and final evaluation.

The learning decay issue is related to a second dimension of the overall impact on the learning question, that of motivation. Decreases in student motivation are said to be evidenced by poor- or non-attendance following the winter holidays. This attrition is caused largely by the students not wanting to interrupt the holidays with studying for final exams or writing term papers thus, they fall behind and stop attending as a result. Additionally there are students who spend the holidays out of town visiting family or others and decide not to return to finish the fall semester because of the length of vacation or the difficulties of holiday travel.

It was also stated that the holidays seem a "natural" end to the semester and that students need the restorative time of an extended winter break to prepare for the spring semester, not to study for the final exams or prepare term papers. Students were said to miss final exams and not turn in projects after the holidays have passed, choosing to take the penalty of a lower grade or not receiving credit for the course. This affected all students, including those who are doing well academically just prior to the start of the winter holidays, hence, 'A' students end up getting 'B's, 'C's, or lower. Lower achieving students fail their courses because they lack the momentum of strong, pre-break course performance to enable them to pass the course or achieve at their true level of competence once they decided not to return.

Research Approach

Motivational atrophy should be evidenced by attrition or excessive absenteeism following the winter vacation. Therefore one should be able to find evidence of this through a bi-modal analysis of attrition, that is, one should be able to observe two "peaks" in the attrition curve, one immediately prior to the "drop date" for the fall semester and one following the winter holidays. Evidence of this non-attendance may be found in a comparison of the grade distribution for "early," and "late" start calendars, or between Fall and Spring semesters. If attrition is increased as a result

of final examinations following the winter holidays, there should be a higher percentage of 'D's, 'F's, 'W's, 'NC's, and Incomplete grades given during the late start semesters compared to those semesters when the SDCCD ended the Fall semester prior to the winter holidays. Additionally, if this argument were true, one should detect a higher percentage of these substandard grades given during Fall late start compared to the following Spring semester

Access issues

Access was another issue of debate. Administrators argued that starting the Fall calendar prior to Labor Day would restrict access of older students, particularly those with school age children. They also suggested that past periods of high enrollment were highly correlated with a late start calendar, and further, that enrollment was negatively correlated with early start calendars. This issue was of particular salience given the adverse effects of declining enrollment on the SDCCD overall fiscal condition.

Transfer to UCSD. Students also suggested that the late start calendar negatively affected the transfer function of the colleges. This was because the Winter quarter at UCSD began in early January, while the Fall semester of the SDCCD was still in session. Thus, aspiring Winter quarter transfer students to the university were denied access due to calendar incompatibility. This was not seen as important an issue regarding access to San Diego State University.

Research Approach

To validate these claims a survey of continuing students was conducted during Fall, 1991 mail-in registration. Because of the short timelines, and the difficulty of surveying students over the summer, this survey was limited to continuing students responding to mail-in registration. Continuing students were asked to cite their calendar preferences, transfer plans, access concerns, and demographic information. Through use of this instrument, the committee sought to validate these various concerns of access, transfer to UCSD, and the issue of parents with children enrolled in elementary school. The questionnaire was attached to the mailer, and admissions staff at the colleges were to burst the perforations and send the completed questionnaire to Research and Planning. The data were coded, keypunched, and statistically analyzed to generate tables and summarize the data. A copy of the questionnaire is included in Appendix 2.

Fiscal issues

As mentioned above under access issues, fiscal issues also weighed heavily in the calendar debate. It was cited by late start proponents that the last period of declining enrollment was during the years of early start (1984-1986). They suggested that moving to a late start calendar stopped the downward trend of enrollment

districtwide, particularly at City College, and resulted in the high rates of growth observed in the years 1987 through 1990.

Early start proponents argued that the enrollment fluctuations observed during the last half of the decade was due to a variety of factors having little to do with the calendar. They asserted that the imposition of fees, county unemployment rates, recession, class availability, and other factors outside the scope of the SDCCD was primarily responsible for the trends.

Research Approach

Survey of other California community college districts regarding calendar preferences and options. (CCC Survey)

Although the SDCCD had locally generated data regarding past trends in enrollment and the calendar start dates, there was little or no consensus among the various advocates on what the observations represented. The task force chose to survey other districts which had also experienced calendar changes during the last decade. The purpose of this research was to gather information from districts regarding not only their calendar preferences, but the reasons behind those preferences. In addition, these districts were asked about their enrollment patterns during different Fall calendars, and their methods for selection of a Fall calendar. This survey also addressed access issues, ADA fluctuations, reasons for changing the Fall calendar, and other issues of interest to the task force. A copy of this survey is included in Appendix 3.

Through analysis of information obtained from the State Chancellor's office, 19 districts were identified that had switched their calendars from late to early start, or from early to late start. Research and Planning prepared surveys for review by the task force. Following this review, the surveys were sent to the respective CEO with a cover letter from the SDCCD Chancellor explaining the purpose of the survey and requesting their assistance. Follow-up surveys were sent to districts not completing the surveys during the requested time period (three weeks). Telephone follow-up was also used to increase the response rate.

Caveats to CCC Survey. Unfortunately, only districts who had switched from late to early start calendars elected to respond to the survey. Early to late start districts did not complete the survey in time to be included in this report. Thus the results of this part of the report may be skewed in the direction of those districts who had gone from late to early start calendars. This does not necessarily negate the findings of those districts who responded. However it does not include the experiences of districts who chose to move to a late-start calendar who may have had compelling reasons of their own. Past research into this area also indicated that other districts, while able to provide calendar history information, were often short on interpretation as to the effects of various calendar options, did not feel sufficiently

qualified to discuss the implications of various calendar options, or the respondents themselves had a particular predisposition on the issue. We thus recommend that this section be interpreted with some caution.

DATA AND ANALYSES OF FINDINGS

The following section presents the primary areas of research, including purpose, method, and results.

Success Rates and the Fall Calendar

Data

A retrospective analysis of Fall, 1986 (early start) grade distribution was conducted to determine the percentage of students receiving 'D's and below, including Withdrawal, Incomplete, and Non-Credit, compared to Fall, 1990 (late start). If student performance and attrition are adversely affected as a result of the winter holidays prior to final examinations, then this should be observable through analysis of grade distributions for semesters with different academic calendars.

Findings

The graphs below show comparisons between early and late start calendars and between Fall and Spring semesters for early and late start years. Of particular interest to the study are the analyses of unsuccessful grades (D, F, NC, I). Since the withdrawal deadline is before Winter break, a student who stopped attending after the break would be expected to earn an unsuccessful grade in the course. The percent of unsuccessful grades given in Fall 1986 was 6.7%, while Fall 1990 had 6.5% unsuccessful grades. Although Fall 1990 had a lower percentage of successful grades, the decline appears to result from a greater percentage of drops and withdrawals for the semester.

In figure 1, comparisons are made between an early start/end semester and a late start/end semester. Grades have been recategorized into "successful" (A,B, or C), "unsuccessful" (D, F, NC, Inc), and "drop/withdraw." There appears to be little difference between these two semesters in terms of overall student performance. Thus it does not appear that the calendar has had much effect on student success and this analysis tends to refute the notion that ending before the holidays has a significantly a 1verse effect on student performance. Figure 2 contains data for the same semesters without recategorization.

Figure 1

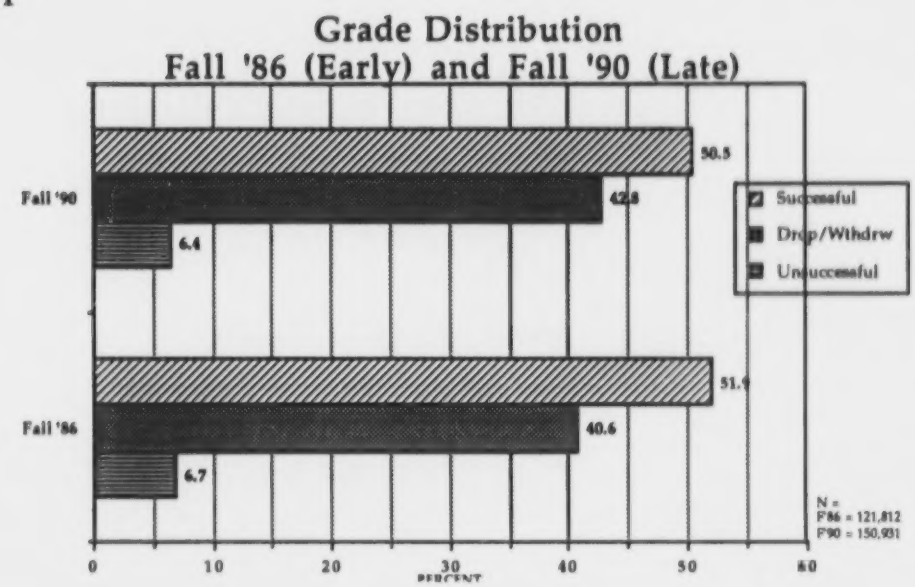
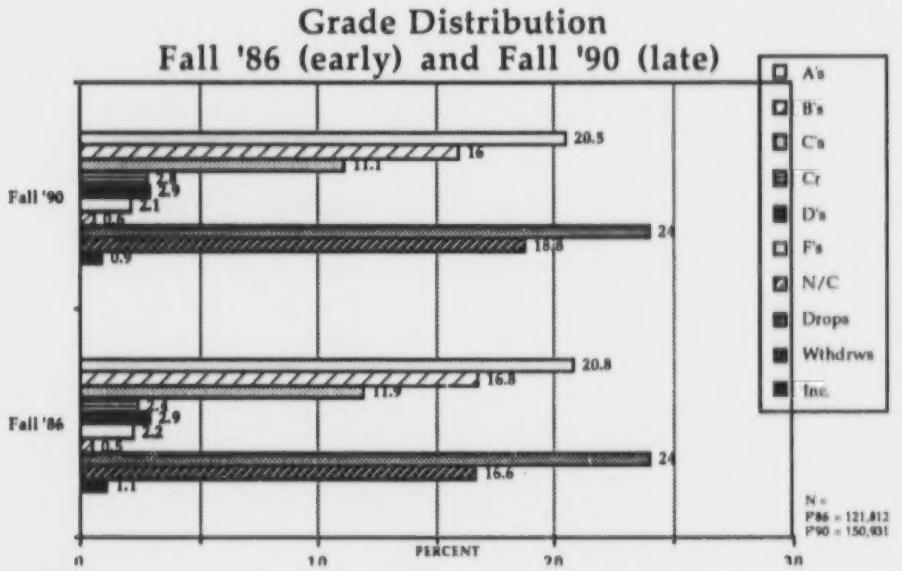


Figure 2



If tne Winter break is a factor affecting student success, we would expect to observe differences between Fall and Spring semester success rates. For Fall 1986 and Spring 1987 (Figure 3), there is virtually no difference between the semesters in terms of successful or unsuccessful grades or drops/withdrawals. Detailed grade distribution is shown in figure 4.

Figure 3

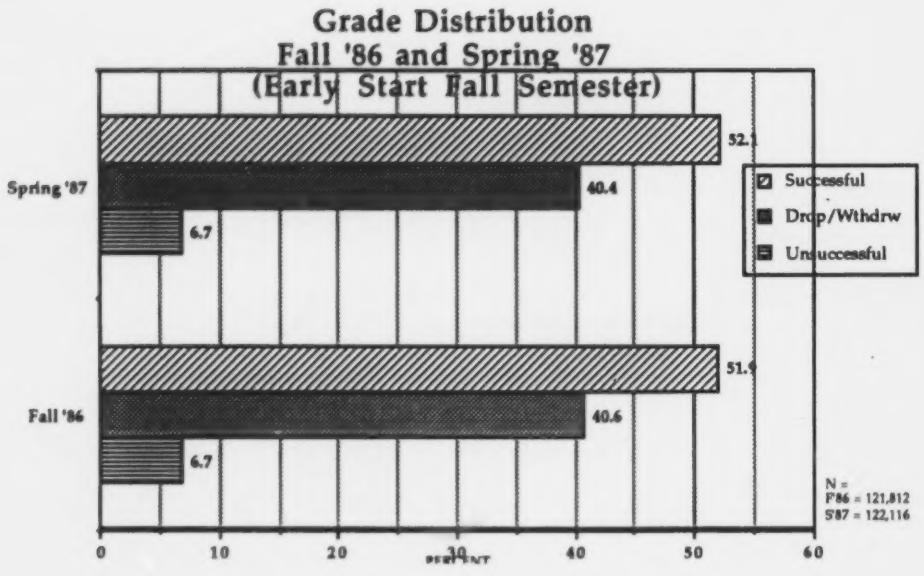
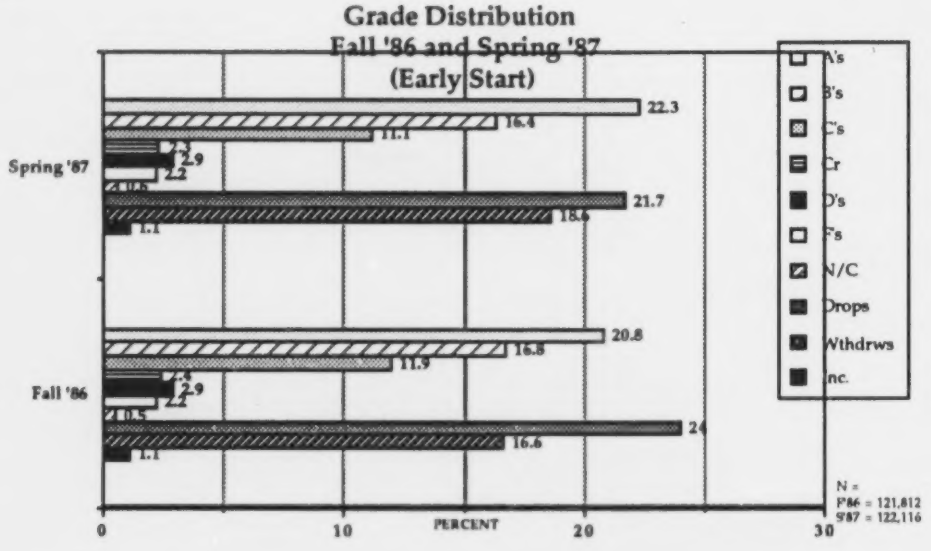


Figure 4



Similar findings can be noted with respect to the Fall, 1990 and Spring, 1991 semester (Figure 5). Again, if the dates of the winter break significantly affected attrition and performance, we would expect to note poorer performance in the Fall compared to the Spring. These differences are not apparent from inspection of Figures 3 and 5.

Figure 5

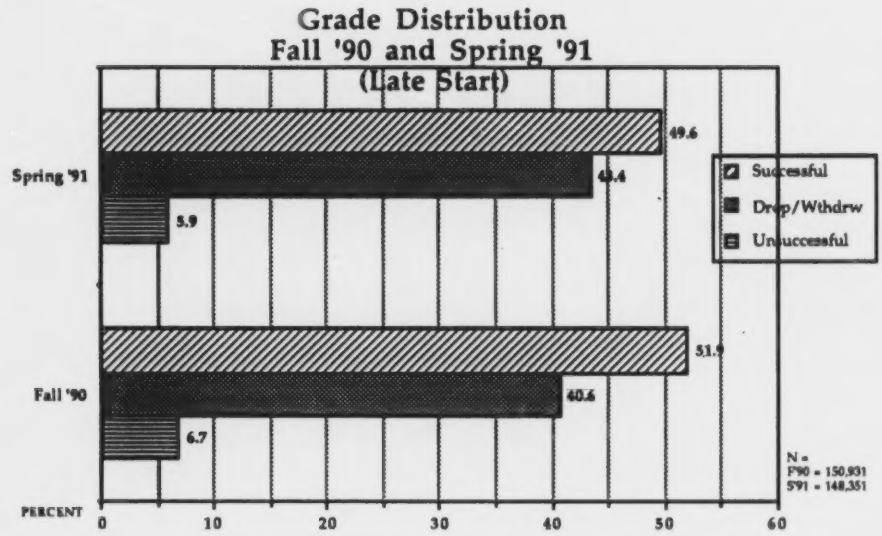
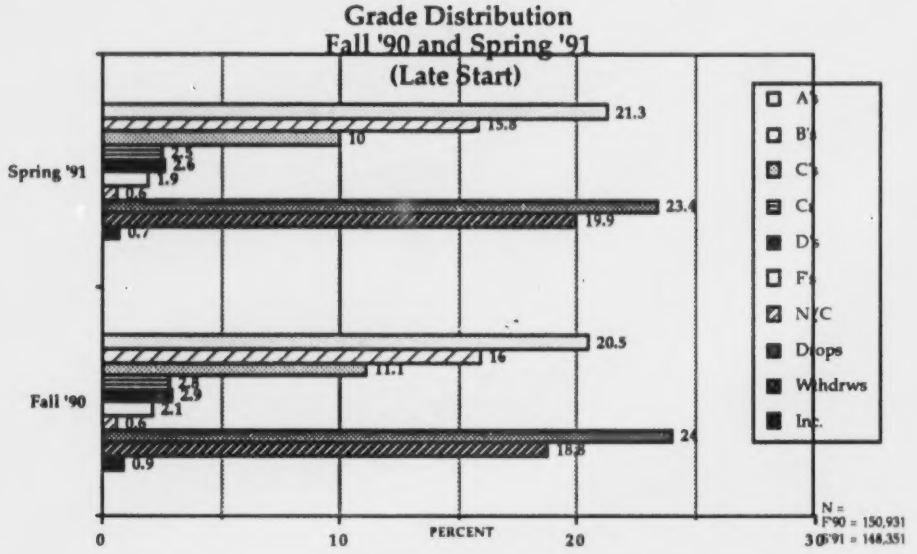


Figure 6 below presents in detail the grade distribution for the Fall, 1990 and Spring, 1991 semesters, respectively. There appears to be consistency in the two distributions over time. Differences are generally within one to two percentage points. While these may be statistically significant because of the very large sample size, the practical significance of these differences is minimal.

Figure 6



The assignment of a grade of Incomplete would be quite possible in the event a student simply stopped attending a course within the final two weeks. During Fall 1986 and Spring 1987 only 1.1% of grades issued were Incompletes. Incompletes accounted for 0.9% and 0.7% of all grades issued in Fall 1990 and Spring 1991, respectively. Much of the reduction in assignment of Incomplete grades can be attributed to more stringent requirements for the issuance of Incompletes since 1987.

Grade Analysis Summary

As noted in the preceding discussion the starting and ending dates of the semester have had little, if any, effect on student performance, drops, or withdrawal patterns. This is true when early Fall calendars are compared to late Fall calendars, and when any Fall calendar is compared to the subsequent Spring semester. In fact there appears to be remarkable consistency in the distribution of grades over the time periods analyzed. Whatever else it might do, there is little empirical evidence that the ending dates of the Fall calendar adversely affect student performance.

Instructional, Fiscal, and Access Issues
The California Community College Calendar Survey

Data

Several community college districts were surveyed regarding their Fall academic calendar policies and preferences. The purpose of this research was to gather additional information from colleges and districts regarding not only their calendar preferences, but the reasons behind those preferences. In addition, depending on the availability of data, these other districts were asked about their enrollment patterns during different Fall calendars, and their methods for selection of a Fall calendar.

To gather these data Research and Planning conducted a survey of California Community Colleges to obtain information on the effects of changes to the colleges' academic calendar. Colleges included in the survey were those which changed from early start/early end to late start/late end, or late start/late end to early start/early end. On August 7, 1991, nineteen surveys were distributed to the CEO's of each college campus or district office. Each survey was to be returned via self-addressed, stamped envelope by September 1. Of the nineteen surveys distributed, eight were returned by the designated deadline. Approximately one week later, three additional surveys arrived, for a response rate of 57.9%.

Survey questions addressed Board concerns about fiscal issues influencing the decision to change calendar start dates. These included enrollment changes, and ADA percentage changes. Access issues addressed included the effects of the calendar on the enrollment of various student ethnic, age, and income groupings.

Instructional issues surveyed included; the percentage of increase or decrease in withdrawals, drops and failing grades, proximity of four-year colleges and universities in relation to each community college surveyed, and the number of concurrently enrolled students in a four-year university.

Findings

There appeared to be several factors which influenced each college to change calendar dates from late start to early start. The more prevalent factors cited were; faculty desire to complete the Fall semester before winter break, student transferability, improved professional development for faculty, and an improved summer labor market for students. [1]

Of the responses received from colleges that changed from a late start to an early start calendar, four respondents (36.4%) had a decrease in enrollment, six (54.6%) showed an enrollment increase, and only one respondent (9.0%) had virtually no change (Feather River). Three responding colleges (27.3%) indicated a decrease in ADA, while five respondents (45.5%) indicated an increase, and three colleges (27.3%) showed no significant change.

Responses to questions two and three regarding changes in enrollment and ADA are listed in Table 1 on the following page.

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[1]It should be noted that we have not received return responses to the survey from those colleges which changed from an early start to a late start calendar as of this writing, with the exception of The Los Angeles Community College District. LACCD changed from a late start to early start in 1984 and back to a late start calendar in 1986. However, the only information provided pertaining to the 1986 change was that the overall enrollment had increased by 11.7%.

Table 1

CCC Survey
Late Start to Early Start
Percentage Change in Enrollment & ADA

	Cerritos College F'83 - F'84	Feather River College F'88 - F'89	Long Beach City College F'83 - F'84	Mira Costa College F'88 - F'89	Palomar College F'87 - F'88	Sierra College F'88 - F'89
% Enrollment Change	-7.2	0.0	-	+10.0	+13.3	+ 7.6
% Change in ADA	-3.8	0.0	0.0	+20.0	+ 9.5	+10.5
	Victor Valley College F'87 - F'88	**Yuba College F'89 - F'90**	**Coast College F'83 - F'84**	**LACCD F'85 - F'86**	**Mendocino College F'89 - F'90**	
% Enrollment Change	+8.2	+7.0	-7.9	-9.4	+ 1.0	
% Change in ADA	+8.0	0.0	-7.8	-	+10.0	

Table 2 presents the responses to questions 4 and 5 which address several issues cited in calendar debates as being affected by the fall semester calendar end dates. These issues include student attrition, learning, performance, satisfaction, transfer and access. Additional areas included fiscal condition, and faculty satisfaction. Many responses indicated a positive impact as a result of changing to the early start/end calendar, especially in the areas of student learning, faculty satisfaction, student performance, student satisfaction, and student transfer. Negative impact responses were few and those that were cited were generally in the area of student access. This suggested that there is some validity to the concern that certain groups of students would have more limited access if the calendar started earlier. It is not clear however who these students are, nor the number of students adversely affected. There appears to have been little or no impact cited by respondents in the area of fiscal condition.

Calendar Effects on Enrollment of Historically Under-Represented Students

Overall, enrollment of historically under-represented students increased at only three (27.3%) of the responding colleges who changed from late to early start. Seven respondents (63.6%) indicated no change or not applicable, and one college indicated a 12.6% decrease (Coast).

Transfer Objective Students

Students with four-year transfer objectives decreased at two (18.2%) of the responding colleges, with only one college indicating a 13.1% increase (Sierra). The remaining seven (63.6%) colleges indicated not applicable, with one college indicating no change to this question (Feather River). Thus, it does not appear that

calendar start dates have much effect on the enrollment of students who wish to transfer. It appears that students who intend to transfer overcome the inconvenience of the ending dates of the calendar.

Effects on Participation Rates of Various Student Groupings

Question 5 asked respondents to note any changes in the enrollment of various groupings of students. Selection of these groupings was derived from local debate about how the calendar did, or did not affect various groups of students. These groups included low income students, ethnic minority students, transfer objective students, single parents, students between the ages of 18 and 25, between the ages of 26 and 35, and above age 36.

The results were equivocal. Generally, little differences were noted from the respondents. The most cited effect was in the participation rates within certain age categories. It is interesting to note that Coast College indicated an enrollment decrease in all three age groups, while Palomar and Sierra Colleges reported substantial enrollment increases within the same groups (See table 2). Thus, changing the starting and ending dates from late to early start did not seem to have adversely impacted any of the groups cited above. In urban districts in particular, the macro-changes during the last decade in terms of rapidly changing student demographics over-shadowed any changes the calendar may have wrought in the participation rates of these various groups.

Table 2
Reported Effects of Calendar Dates on Student Participation Rates

*1 = Positive Impact 2 = Negative Impact 3 = No Impact	Cerritos College F'83 - F'84	Feather River College F'88 - F'89	Long Beach City College F'83 - F'84	Mira Costa College F'88 - F'89	Palomar College F'87 - F'88	Sierra College F'88 - F'89
Affected Issue:						
* Student Attrition	1	1	3	1	1	n/a
* Student Learning	3	1	1	1	1	n/a
* Faculty Satisfaction	1	1	1	1	1	1
* Student Performance	1	1	3	1	1	3
* Student Satisfaction	1	1	1	1	1	1
* Student Transfer	3	n/a	1	1	1	1
* Student Access	3	n/a	3	2	1 & 2	n/a
* Fiscal Condition	3	n/a	3	n/a	1	1
Changes in Issues :						
Low income students	n/a	0.0	n/a	n/a	n/a	0.0
Minority Students	+10.0	0.0	n/a	+14.0	+24.9	0.0
Students w/ed objective of 4/yr transfer	- 0.9	0.0	n/a	n/a	n/a	+13.1
Single parents w/children	n/a	0.0	n/a	n/a	n/a	n/a
Between age 18 & 25	- 2.2	0.0	n/a	+18.0	+10.0	+11.0
Between age 26 & 35	+ 1.2	0.0	n/a	+ 7.0	+15.7	+ 5.1
Age 36 and older	+ 1.0	0.0	n/a	- 1.0	+18.7	+ 3.4

	Victor Valley College F'87 - F'88	Yuba College F'89 - F'90	Coast College F'83 - F'84	LACCD F'85 - F'86	Mendocino College F'89 - F'90
Affected Issues:					
* Student Attrition	1	1	3	n/a	1
* Student Learning	1	1	3	n/a	1
* Faculty Satisfaction	1	1	1	n/a	1
* Student Performance	n/a	1	3	n/a	1
* Student Satisfaction	1	1	n/a	n/a	1
* Student Transfer	1	1	n/a	n/a	1
* Student Access	3	2	2	n/a	1
* Fiscal Condition	3	3	2	n/a	n/a
Changes in Issues :					
Low income students	n/a	n/a	n/a	n/a	n/a
Minority Students	0.0	n/a	-12.6	n/a	n/a
Students w/ed objective of 4/yr transfer	n/a	n/a	-13.9	n/a	n/a
Single parents w/children	n/a	n/a	n/a	n/a	n/a
Between age 18 & 25	0.0	n/a	-12.6	n/a	n/a
Between age 26 & 35	0.0	n/a	-7.0	n/a	n/a
Age 36 and older	0.0	n/a	-1.6	n/a	n/a

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Student Attrition and Success

The effects on student attrition and success were inconclusive. Results indicated that four (36.4%) of the responding colleges showed an increase in drops and withdrawals; while two respondents indicated a decrease. Also, two colleges reported an increase in drops and withdrawals. One of these respondents indicated a 14.1% increase in failing grades (Sierra), while the other college indicated a 14.0% decrease (Mira Costa). The remaining five responding colleges (45.5%) indicated not applicable, or showed no change. Thus the changes in the calendar start and end dates do not appear to dramatically affect these two important areas of concern at least for those districts moving from a late to an early start/end calendar.

Summary

Based on the survey responses, the change in calendar start/end dates cannot be cited as the sole reason for any of the effects cited above. When asked for the primary reason for changing the calendar to an early start, a majority of respondents indicated faculty and student preference for a calendar that ended before the holidays. Respondents switching from late to early start mainly did so because "it seemed like the right thing to do." Many felt that the move to an early start calendar seemed more "traditional," and in tune with the natural order of academic life. In short, the move to an early start calendar was not prompted by validated concerns over student performance, enrollment, and ADA fluctuations, but rather because of a general preference on the part of the faculty and students for such a change. Although it does not appear that the colleges surveyed investigated these issues in-depth, it also seems that the SDCCD would have some difficulty responding adequately to these questions as well. The significant social, economic, demographic, and educational changes which have swept over the state during the last decade would appear to dwarf the issue of when the calendar begins or ends. Students, while generally preferring to end before the holidays according to the surveys, appear to adjust over time to most changes. It does not appear that the calendar has had a strong effect either way in the surveyed districts; it boils down to a matter of preference.

Student Surveys

Data

Data were obtained from two primary sources. The first was from a survey of students registering by mail for the Fall, 1991 semester and the second source was the 1989 Student Survey conducted by Research and Planning for the Educational Master Plan.

Mail Registrants

A survey of students registering by mail for the Fall, 1991 semester was conducted. Students were asked to report on their calendar preferences, as well as other demographic information. The questionnaire was attached to the mailer, and admissions staff were asked to burst the perforations and send the survey to Research and Planning for tabulation and analysis. The data were coded, keypunched, and a statistical program run to generate tables and charts and summarize the data. In all, approximately 10,000 surveys were received and tabulated.

Student Survey-1989

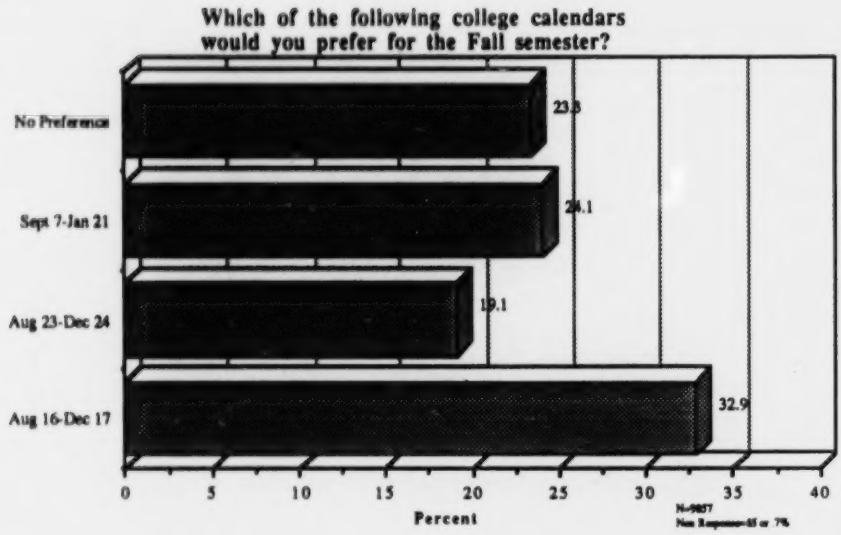
As part of the Educational Master Plan, a survey prepared by Research and Planning and the United Student Council was conducted at the three colleges and Continuing Education. These surveys were distributed to a random sample of classes at the sites. A question was included in the survey that addressed the calendar preference issue. Responses to this question were cross-tabulated with demographic and educational variables which were not included in the mail registration survey.

Findings

Mail Registration Survey

Figure 7 presents the overall results of the mail-registrant survey. Of approximately 9,800 respondents, 23.3% indicated no preference, 24% preferred a late start/late end calendar, 19% preferred the 8/23-12/24 option, and 33% preferred the 8/16 to 12/17 option. Taken together, approximately 52% prefer some sort of early start calendar with the majority of that group preferring to start in mid-August. While twenty-four percent prefer the current calendar, 23.3% indicated no preference.

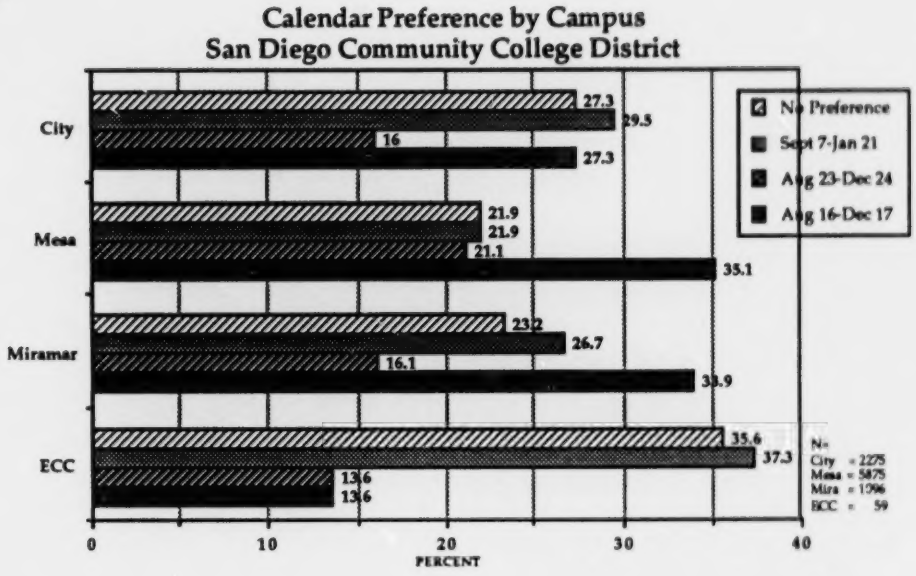
Figure 7



On the following page, Figure 8 presents the same analysis by campus. All campuses, with the exception of ECC report a general preference for an early start calendar, but there are some differences among them. For example, approximately 43% of City College respondents favor at least one of the early-start options presented, while 30% prefer a late start/late end, and 27% did not indicate a preference. At Mesa and Miramar Colleges a greater percentage preferred the early start option compared to City College. Fifty-six percent of the Mesa respondents, and 51% of the Miramar respondents indicated a preference for one of the early start options, while 21% of Mesa College respondents and 27% of Miramar respondents preferred a late calendar option. Approximately equal percentages (21% and 23%) did not indicate a preference.

At ECC however, the results were quite different. Respondents indicated a preference for the late start/late end option. Approximately 37% preferred a late start/late end option, while approximately 27% preferred an early start option, with respondents being equally divided between the two options presented.

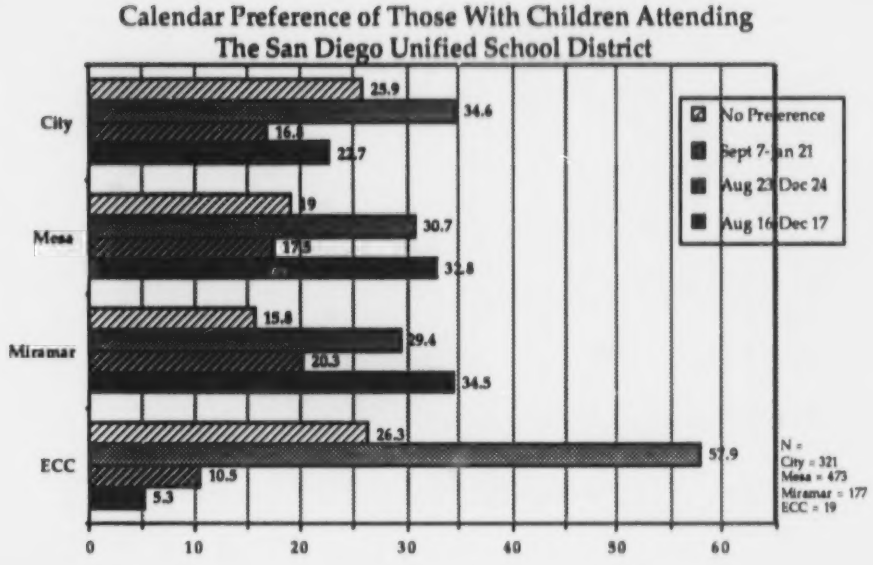
Figure 8



Summary

Survey results districtwide generally indicate a preference for one of the early start options presented. Given the choice of three options, students generally preferred the one that started and ended the earliest. If student preference is to be our guide, these results would suggest moving the calendar to the earliest option presented so that students would be finished with the Fall semester well before the winter holidays. While there is an overall preference for the early end calendar, the results are not as one-sided as might have been expected. In the case of City College the differences are slim, but if one restricts their view to those indicating a preference, it does appear that with the exception of ECC, respondents generally favor a calendar that finishes before the traditional winter holidays.

Figure 9



Respondents with Children in School

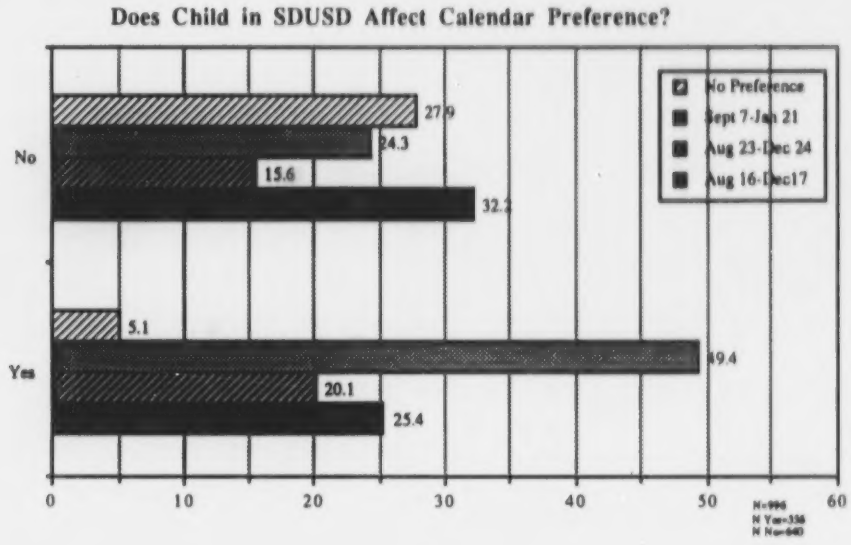
Figure 9 presents the calendar preferences of students with children in school. As discussed in the introduction, late-start proponents claimed that students with children would be adversely affected by a calendar that started before the local unified school district. Parents of small children would have to find day care options for their children, or worse, could not enroll until the Spring semester if options were not available for that one to two week interval. Respondents were asked if they had children in San Diego Unified Schools. Responses were cross-tabulated with calendar preference and are presented in Figure 9.

Results indicate a general preference for the early start option, but the differences become less pronounced. At City College 40% of those with children in the SDUSD prefer an early start option, while 35% prefer the late start option. At Mesa and Miramar Colleges, 50% and 54% respectively, prefer an early start option, while approximately 30% of the respondents from these two colleges prefer a late start option. In the case of ECC, a clear majority prefer a late start option. An important consideration when interpreting Figure 9 are the numbers of respondents who indicated having children in the SDUSD. Less than 1,000 respondents out of a total of approximately 9,800 reported having children in the unified schools. Thus, while it appears that having children in school is a moderating variable on calendar preference, the actual numbers of students meeting that condition is relatively small.

Does Child in SDUSD Affect Calendar Preference

According to the data presented in figure 10, parents with children in the SDUSD prefer a late start/late end option. Approximately 49% of those with children indicated that having a child enrolled in SDUSD affects their calendar preference in favor of the late start option. Of those with children in the SDUSD, approximately 28% did not indicate a preference, and 47% preferred an early start option. The actual number of students who indicate that having a child in the SDUSD affects their preference is 356. This represents less than 4% of total respondents to the survey.

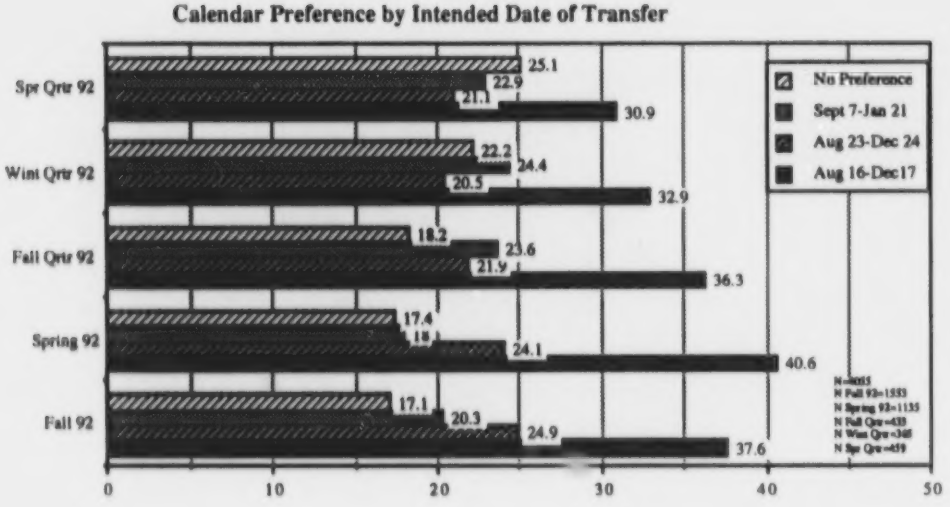
Figure 10



Intended Semester or Quarter of Transfer

Proponents of the early start/early end calendar maintained that ending the Fall semester in mid-January precluded students wishing to transfer to UCSD for the Winter quarter from doing so.

Figure 11

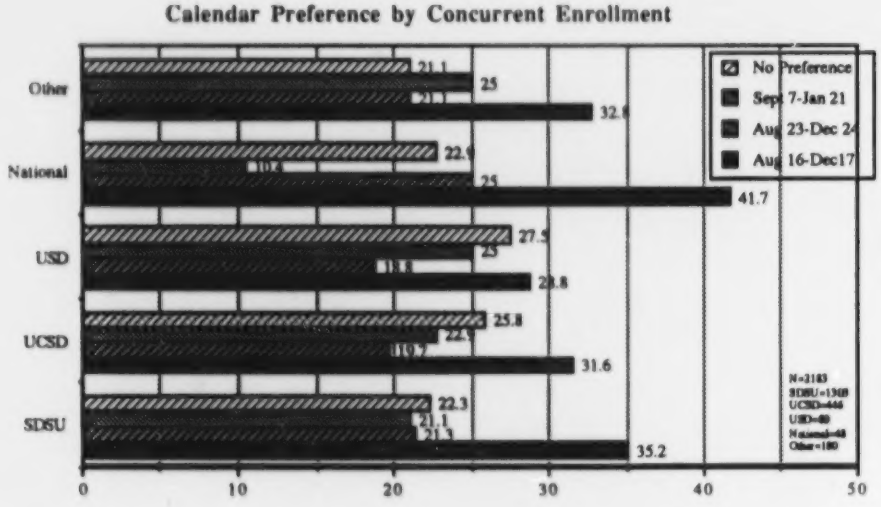


Overall, respondents to this question indicated a preference for one of the early start options. Of those who intend to transfer to a four year institution in the Winter quarter, approximately 53% preferred one of the early start options, with a clear majority of this group preferring the 8/17-12/17 Fall calendar (33%). Of those intending to transfer in the Spring, 1992 semester, approximately 62% preferred an early start option, with the clear majority of this group preferring the 8/16-12/17 option. Interestingly, those students who indicate an intention of transferring in the Winter, 1992 quarter to UCSD preferred the late-start option at a higher rate than other respondents (24%), while 22% indicated no preference. While just over one-half of this group preferred an early start option, this was the lowest proportion among the several groups surveyed. Thus while the Winter quarter transfer aspirants prefer an early start option, it does not appear to be as crucial as some had suggested. Strongest support for an early start calendar came from the group who intended to transfer in the Fall, 1992 and the Spring, 1992. As was the case with students with children, the actual numbers of students who fall into these various categories is comparatively small. For example, of the total number of respondents to the survey (9,807), 365 students indicated that they intended to transfer in the Winter of 1992. It should also be noted that if all students who say they intended to transfer actually did, it would exceed tremendously the number of students who are reported by the California Post-Secondary Education Commission (CPEC) to transfer to the UC or CSU system from the SDCCD.

Calendar Preference by Concurrent Enrollment

It has been suggested that the late start calendar facilitates concurrent enrollment by SDSU students in the SDCCD. These students, particularly at the sophomore level (they have the lowest registration priority at SDSU), are said to prefer the late start schedule because it provides them with additional flexibility and planning when they are unable to enroll in needed classes at SDSU. The one to two week difference in the Fall calendars of the SDCCD and SDSU gives concurrent enrollees options for getting classes they need at the SDCCD to fulfill general education requirements at SDSU. Figure 10 below presents calendar preference by planned concurrent enrollment status at several local senior institutions.

Figure 12



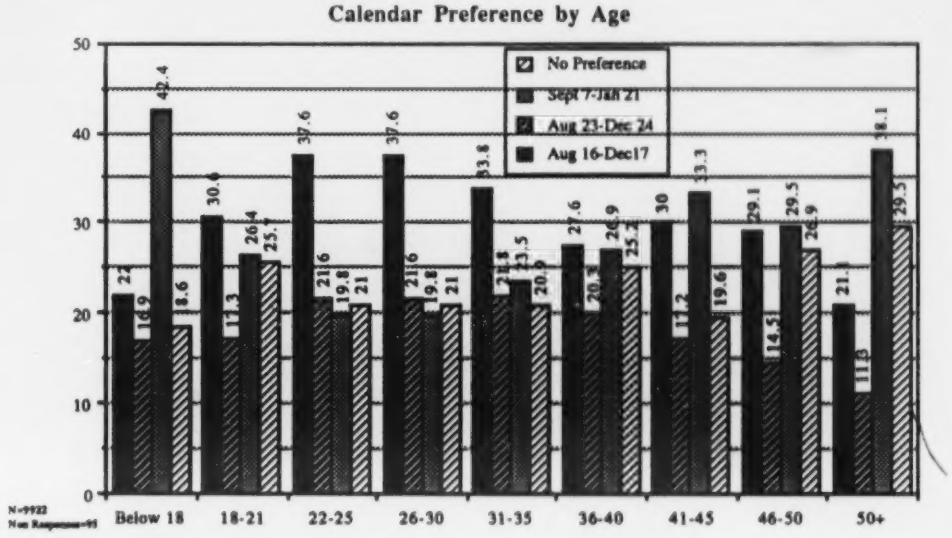
The numbers of students who indicate concurrent enrollment in institutions other than SDSU and UCSD are low. This discussion will limit itself to SDSU and UCSD concurrent enrollees only. Among the 446 students who intend concurrent enrollment at UCSD this Fall, 23% indicate a preference for the late start calendar, approximately 20% prefer a calendar that runs from 8/23 to 12/24, 32% prefer a calendar that runs from 8/16 to 12/17, while 26% indicated no preference. Among students that indicated planned concurrent enrollment at SDSU (N=1,303), preference for early start/early end was slightly higher. Approximately 56% preferred an early start option, 21% preferred a late start option, while 22% indicated no preference. Thus the claim that the late-start calendar facilitates concurrent enrollment does not appear to be born out. A majority of students who plan concurrent enrollment prefer an early start option. With the possible exception of

the SDSU student concurrent enrollees (N=1,303), as with other questions on the survey, an assessment of the actual number of students who fall into one of these categories reveals that their numbers are relatively small.

Calendar Preference by Age

Respondents were asked to indicate their age on the survey. These responses were cross-tabulated with indicated calendar preference and the results are presented in Figure 13.

Figure 13

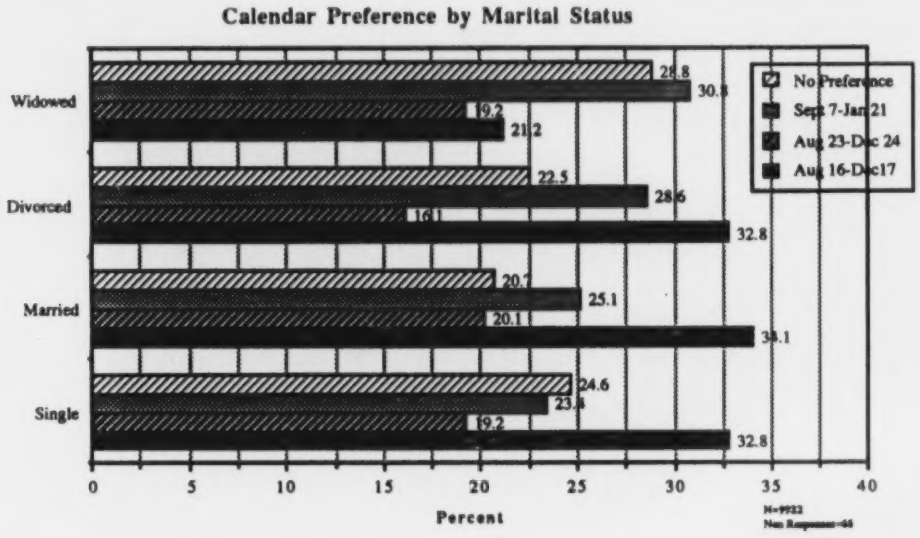


Results indicate that support for an early start calendar is strongest for students between the ages of 22 and 31. The very youngest and oldest students prefer a late start calendar. Again the actual numbers of students in these extreme age categories are relatively small. Preference for an early start option was strongest with the age group 22 through 30. Among this group, approximately 60% indicated a preference for an early start option, while approximately 20% preferred a late start option, 21% indicated no preference.

Marital Status

Marital status appears to have little or no relationship to calendar preference as indicated in figure 14.

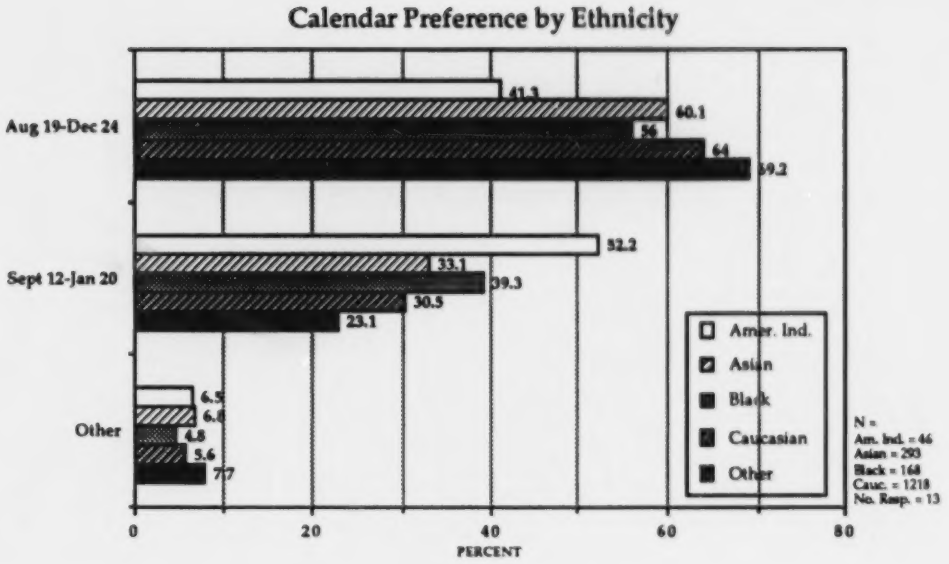
Figure 14



Calendar Preference by Ethnic Group

Date from the 1989 student survey were analyzed to determine if calendar preference differed appreciably by ethnic or racial groupings. Overall, respondents to this survey preferred the early start option. This finding is consistent across ethnic groupings as indicated in figure 15.

Figure 15



Student Calendar Survey Summary

A primary purpose of the student survey was to validate student educational and access concerns and issues raised by proponents of both early and late start calendar positions. Overall, students preferred an early start option. This finding held generally across the several categories suggested as being impacted by various calendar options. While the proportion of preference varied according to whether the respondent had children, was concurrently enrolled, or intended to transfer, in general, a majority of students responding preferred one of the two early start options presented. Interestingly, students preferring the early start option indicated a stronger preference for a calendar beginning in mid-August and ending in mid-December. If we are to use student preference as our guide, this would be the preferred schedule. It is also important to note that while respondents generally preferred an early start option, the proportion actually indicating this preference overall was 53% districtwide. The proportion of students preferring an early start was 24%, while approximately an equal percentage did not have a preference. While preference among the continuing students is for an early start option, the margin of difference is not as high as was believed to be the case.

SUMMARY OF ACADEMIC CALENDAR TASK FORCE FINDINGS

Student Learning and Performance. Analysis of grade distribution did not indicate that student performance is adversely affected by when the semester ends. Once in a course or program of study and committed to its completion, students display the same rates of performance today as they did five years ago. The timing of the winter break does not impair their attendance or grades as indicated in the grade distribution analysis presented.

Student Survey. When surveyed, students generally indicated a preference for an early start calendar, with a total of approximately 53% of those surveyed preferring at least one of the early start/end options presented. While varying somewhat, this finding generally held across demographic categories and, with the exception of ECC, across sites. Students with children, concurrently enrolled, and working did not indicate a strong preference for a late start calendar, and a plurality preferred at least one of the early start options presented.

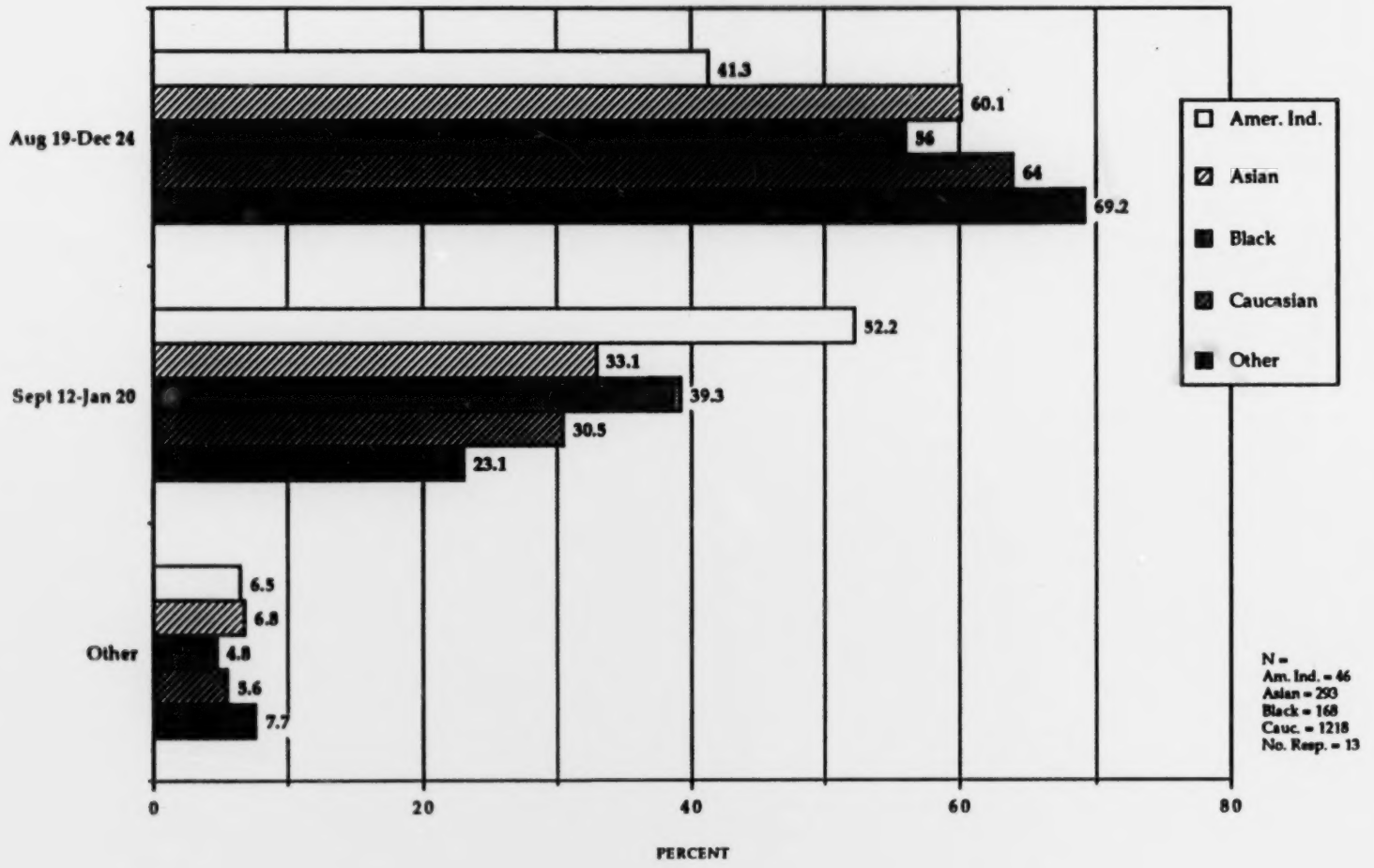
CCC Survey. Districts responding to the calendar survey did not indicate that they were adversely affected by the switch to an early start/early end calendar. Most found no correlation of the early start calendar with fiscal condition, overall enrollment, or student performance. Some did indicate that an early start calendar limited the access of some students with children, but the number actually affected may have been relatively small. Under-represented students were not shown to be adversely affected by the switch. Generally, colleges that responded to the survey indicated increased levels of faculty and student satisfaction with very few adverse affects as some had anticipated. As suggested earlier, the profound changes taking place in our social, economic and public policy environments may mask any direct relationship the calendar may have with access of various groupings of students. All things being equal, students generally appear to finish before the winter holidays.

Appendices

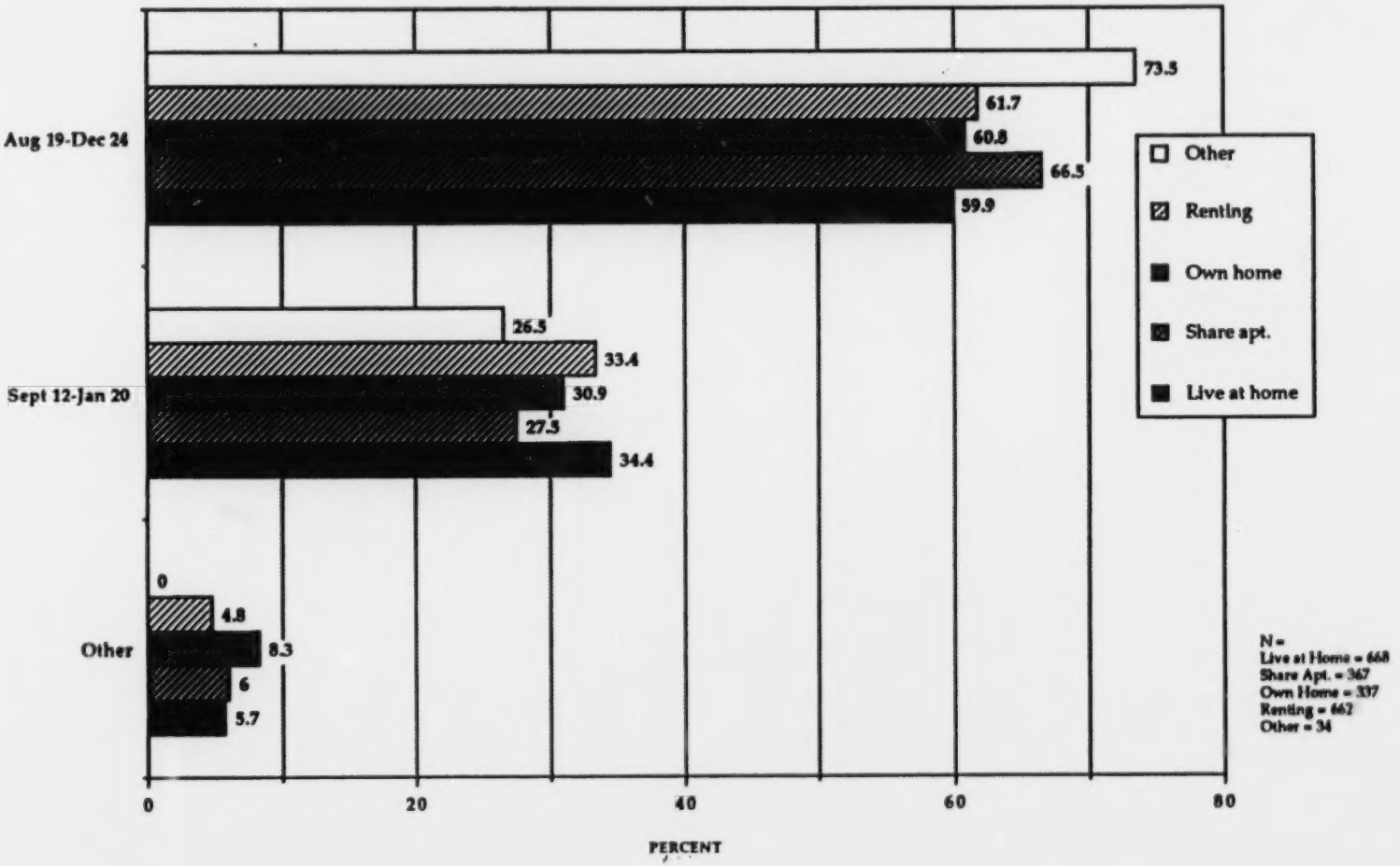
Appendix 1

Calendar Survey Responses by College and ECC

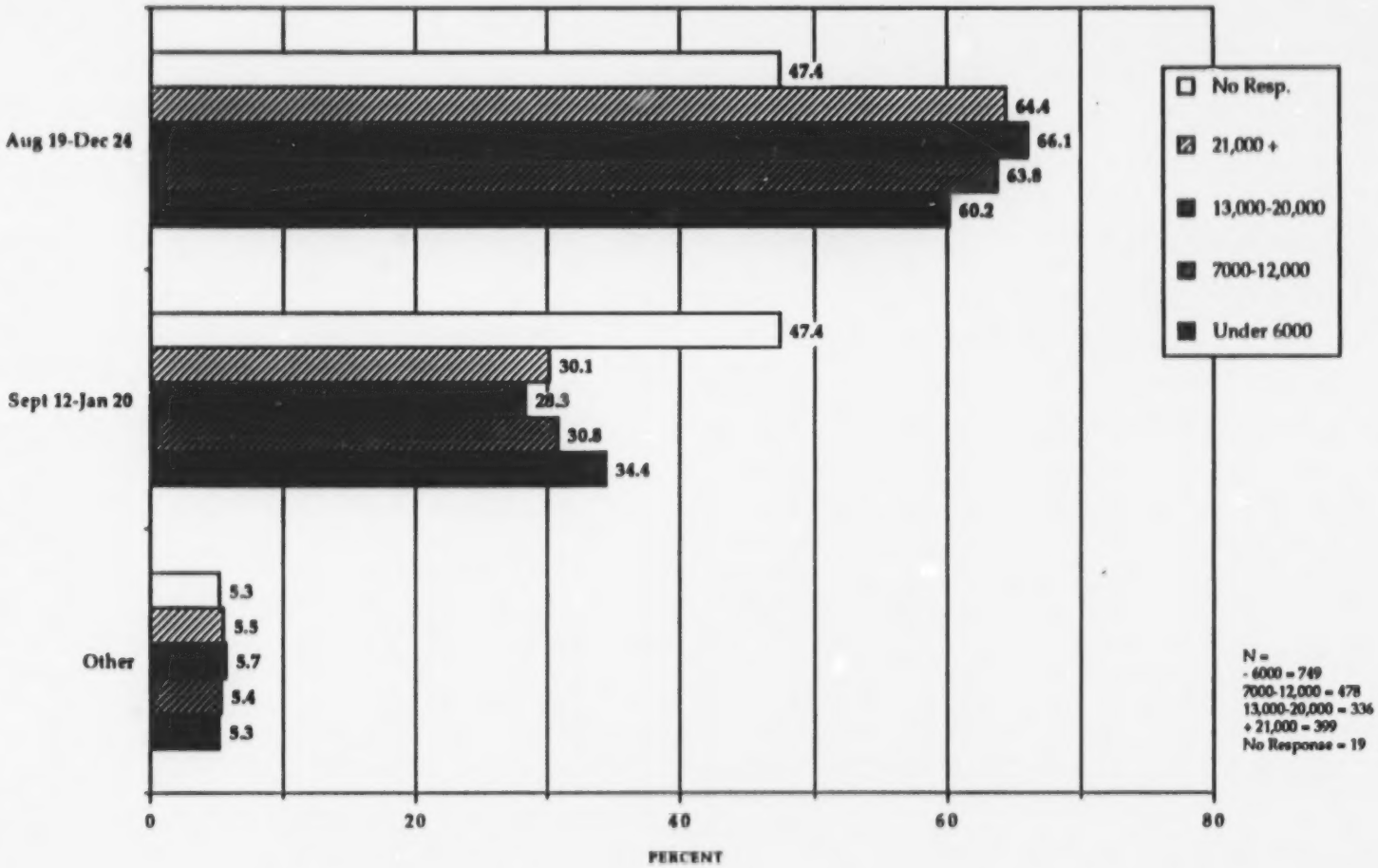
Calendar Preference by Ethnicity
San Diego Community College District



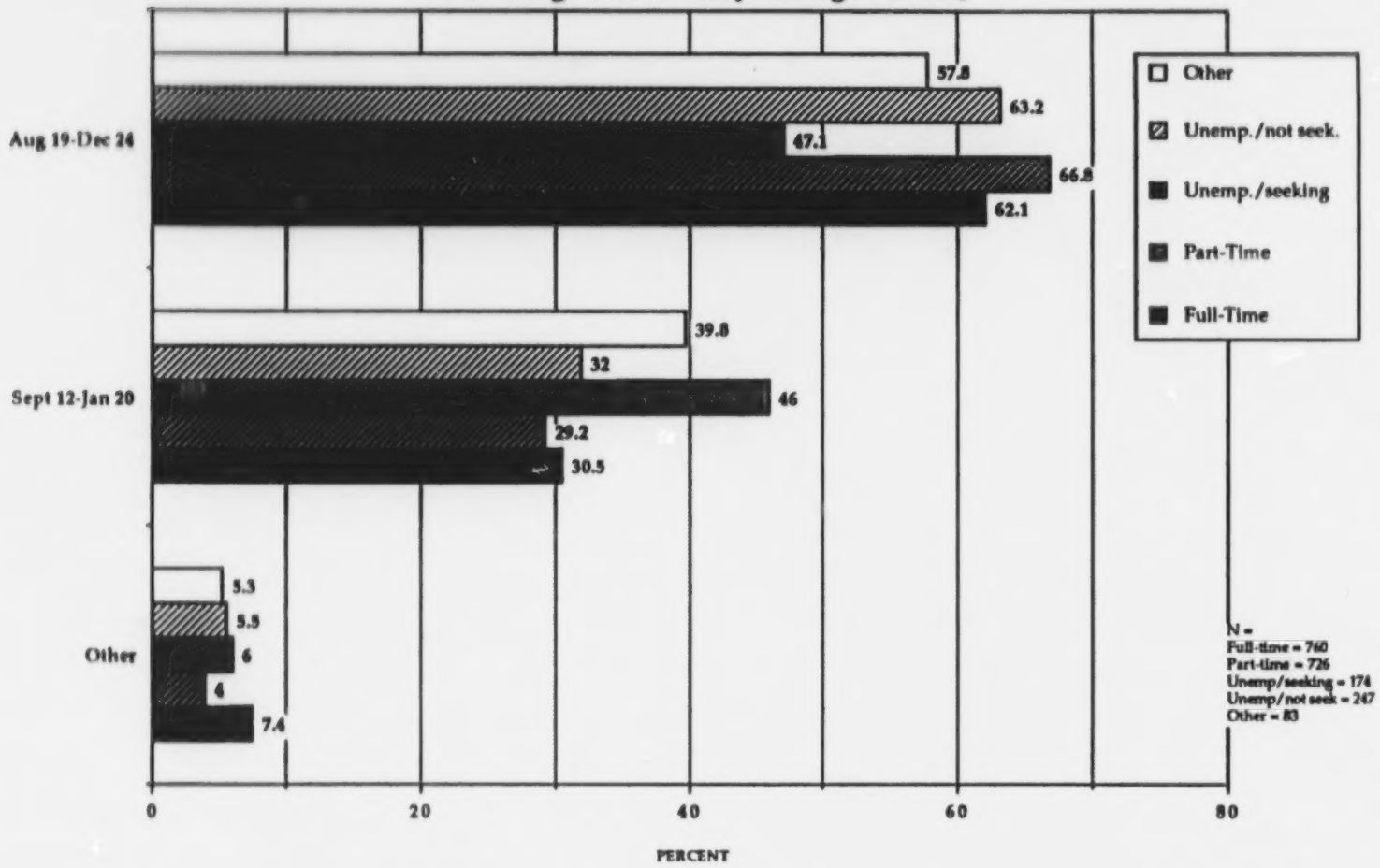
Calendar Preference by Residence
San Diego Community College District



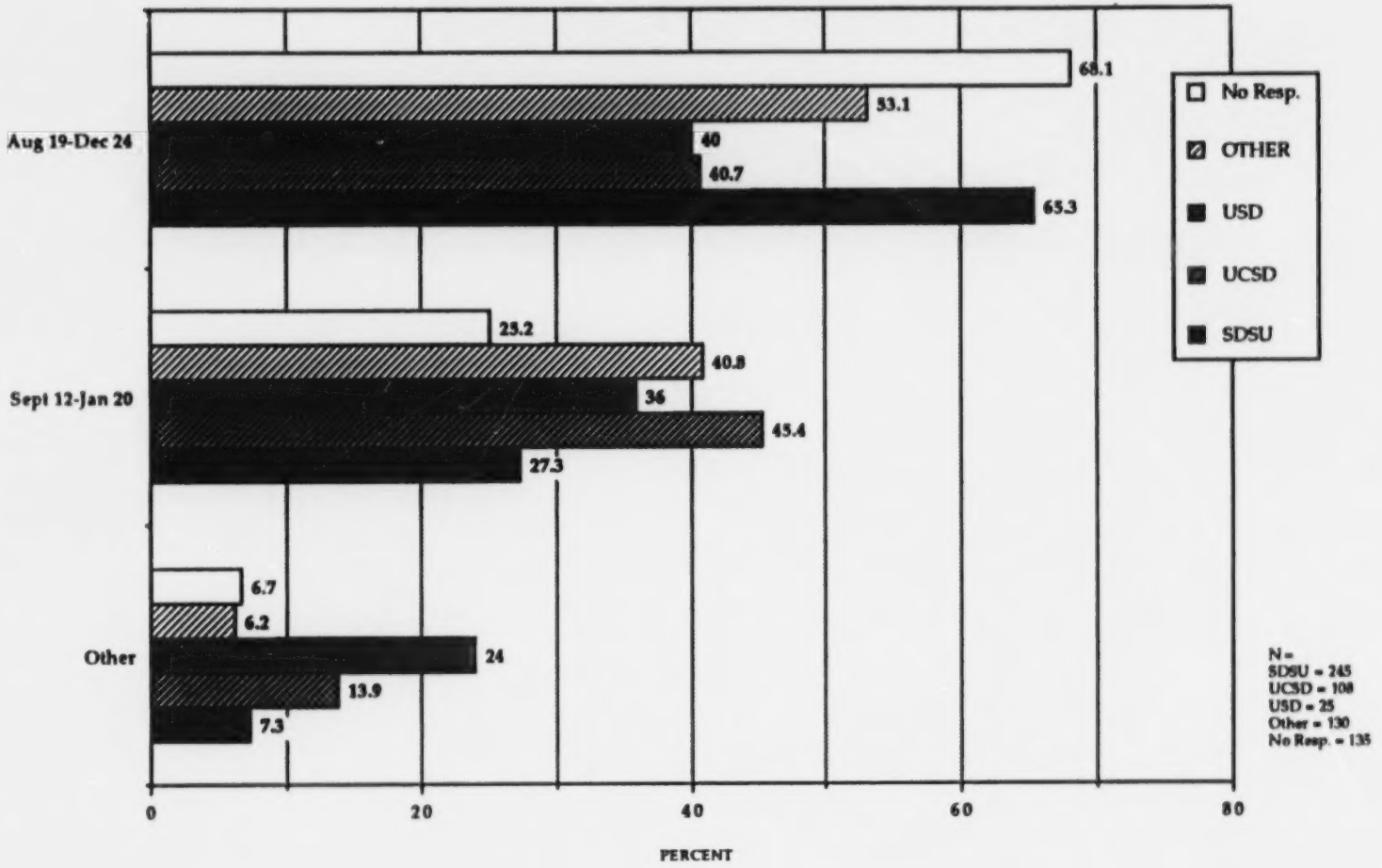
Calendar Preference by Personal Income
San Diego Community College District



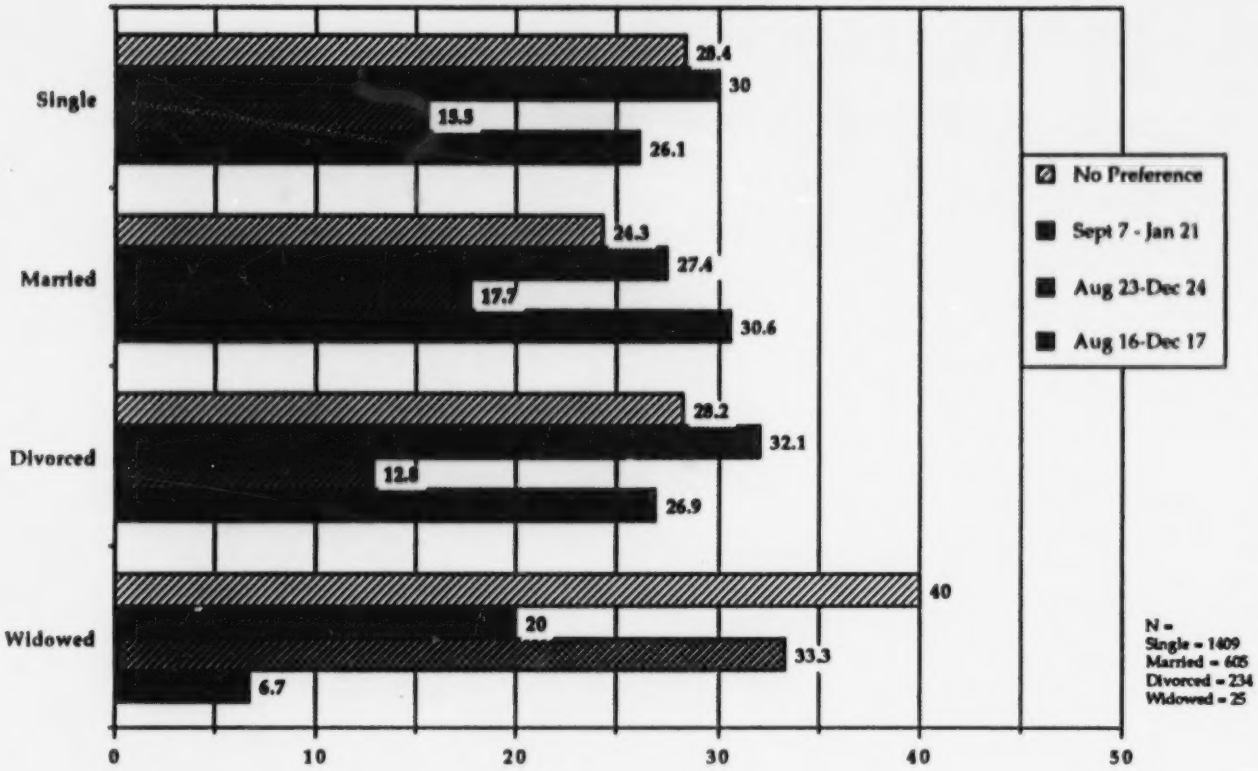
Calendar Preference by Employment Status
San Diego Community College District



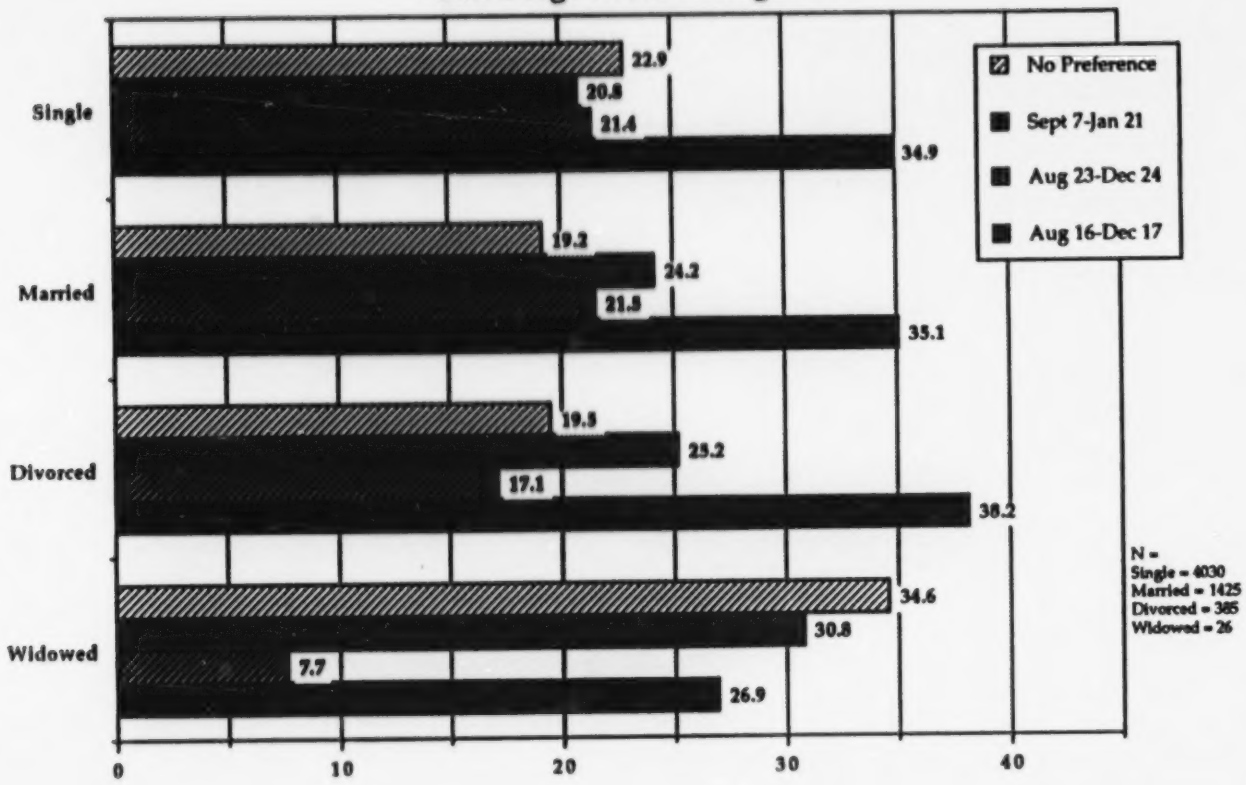
Calendar Preference by Concurrently Enrolled Students
San Diego Community College District



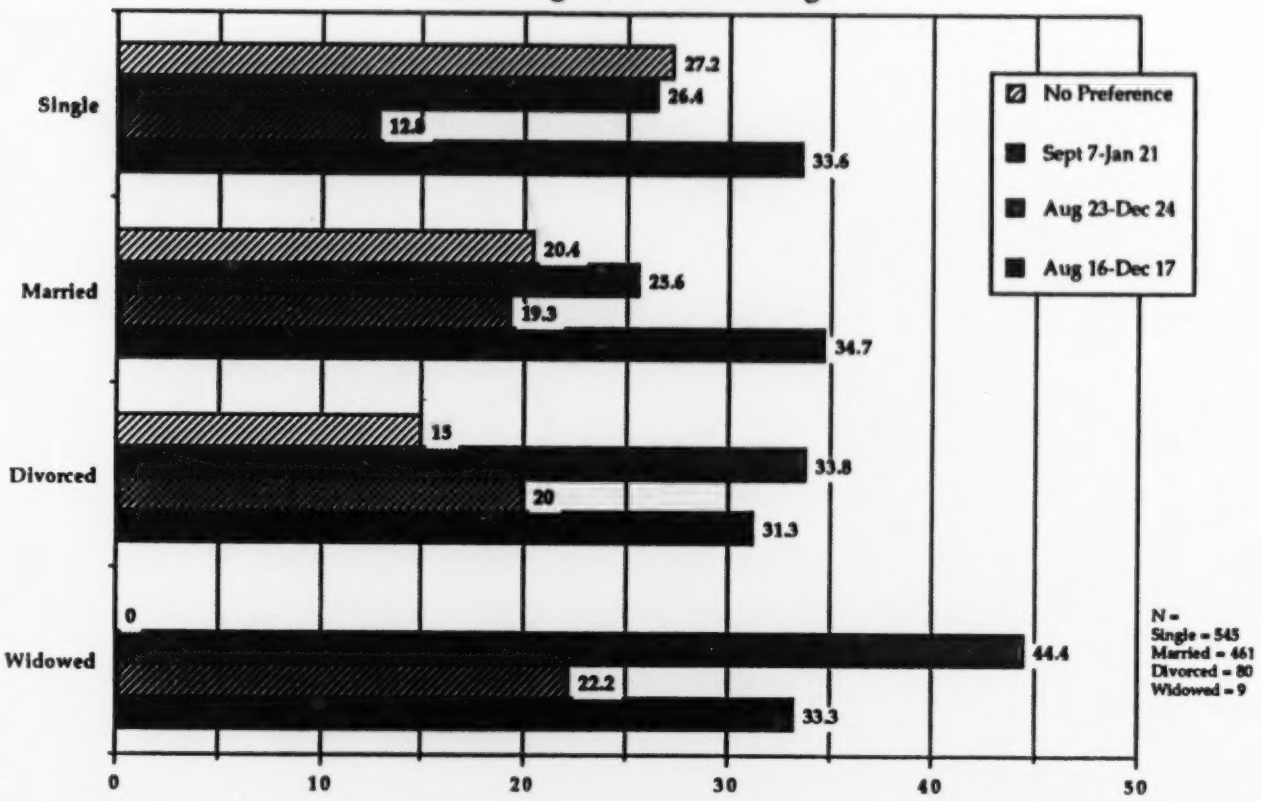
Calendar Preference by Martial Status
San Diego City College



Calendar Preference by Marital Status
San Diego Mesa College



Calendar Preference by Marital Status
San Diego Miramar College



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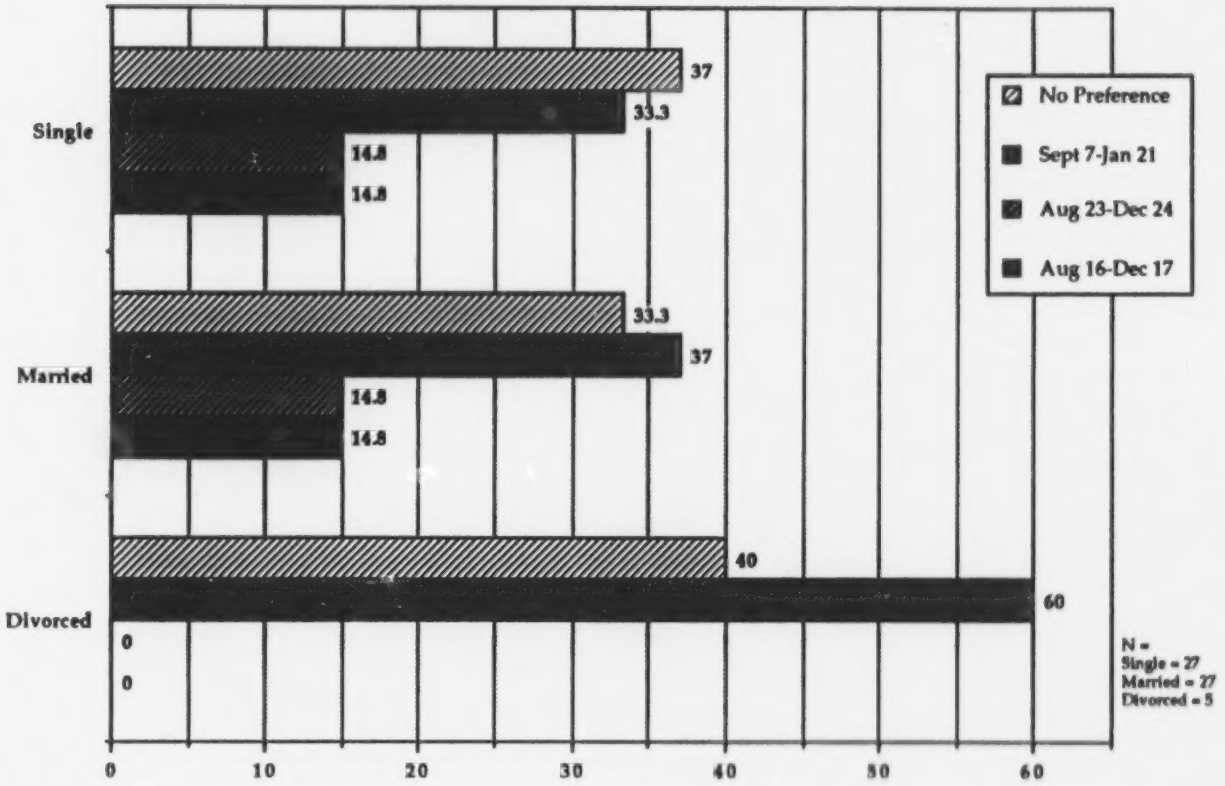
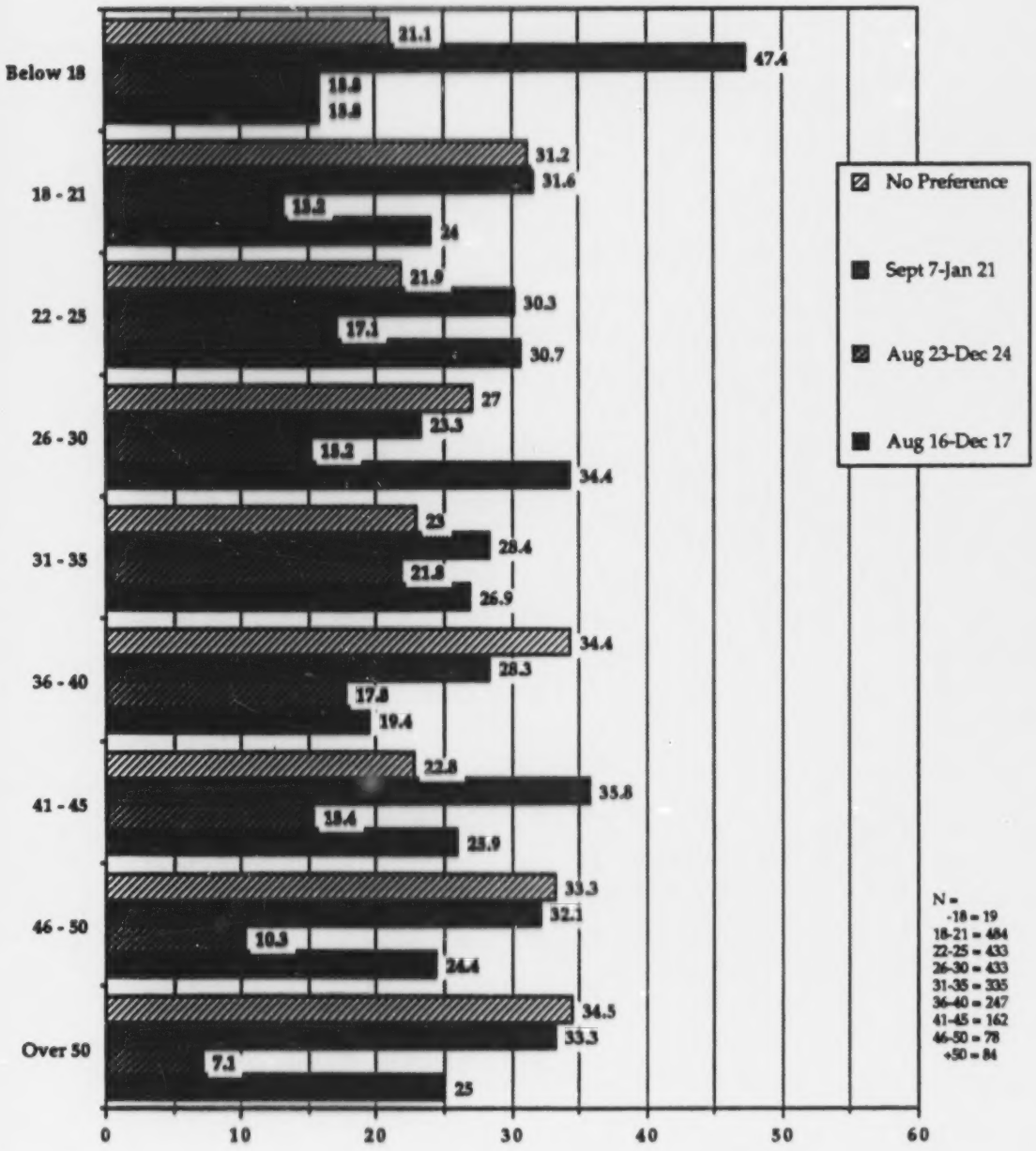
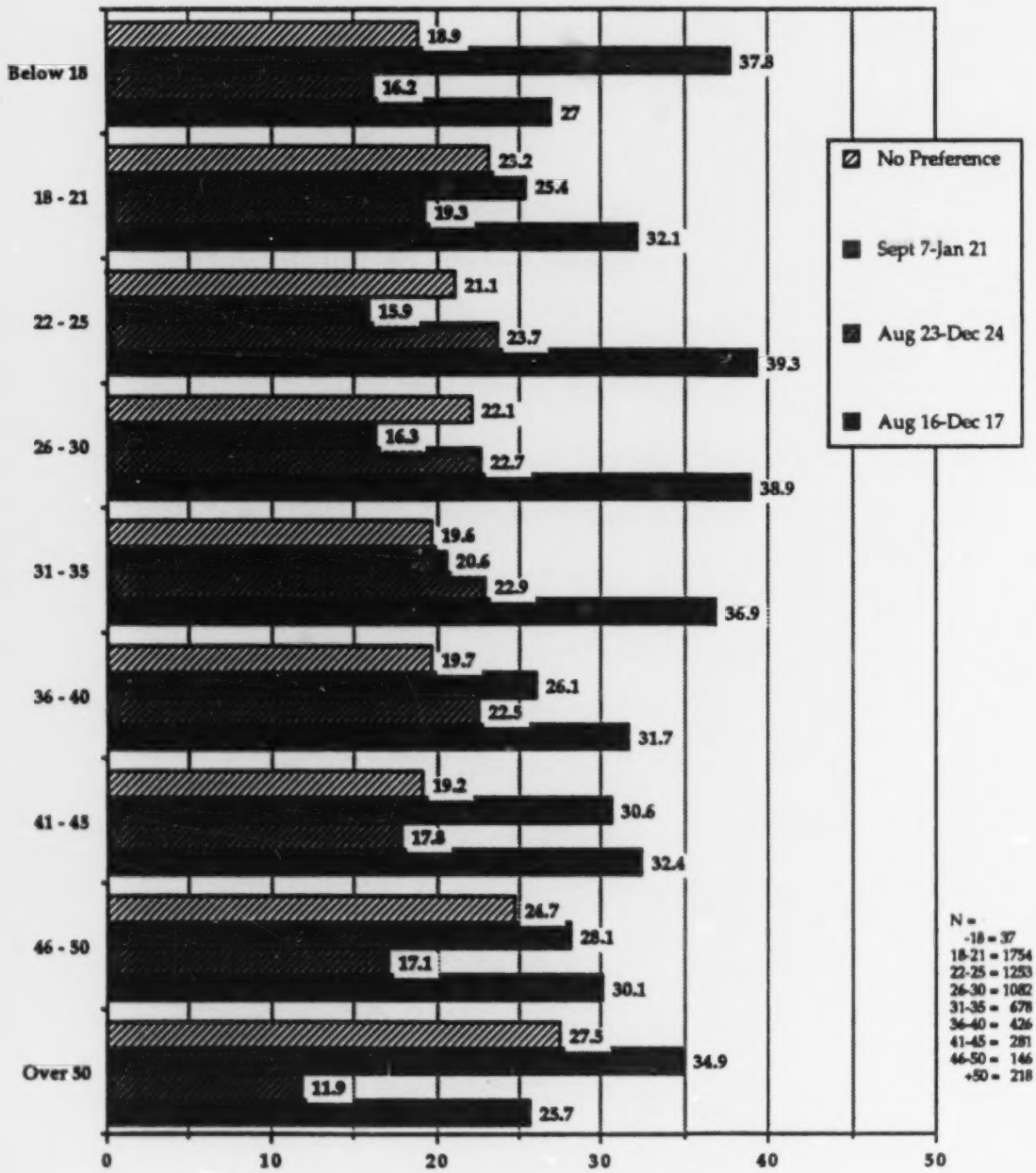
Calendar Preference by Marital Status
Educational Cultural Complex



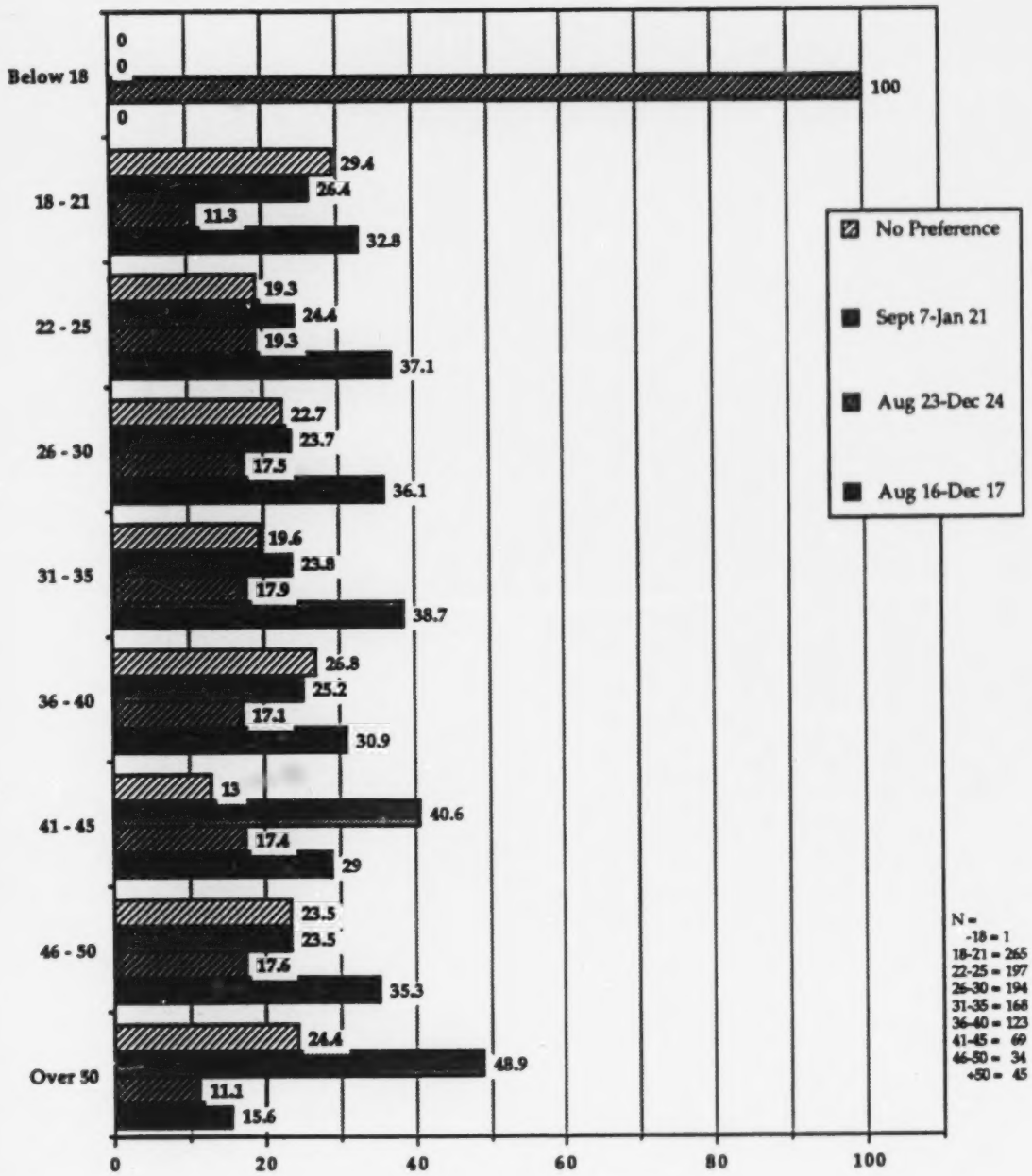
Calendar Preference by Age Group
San Diego City College



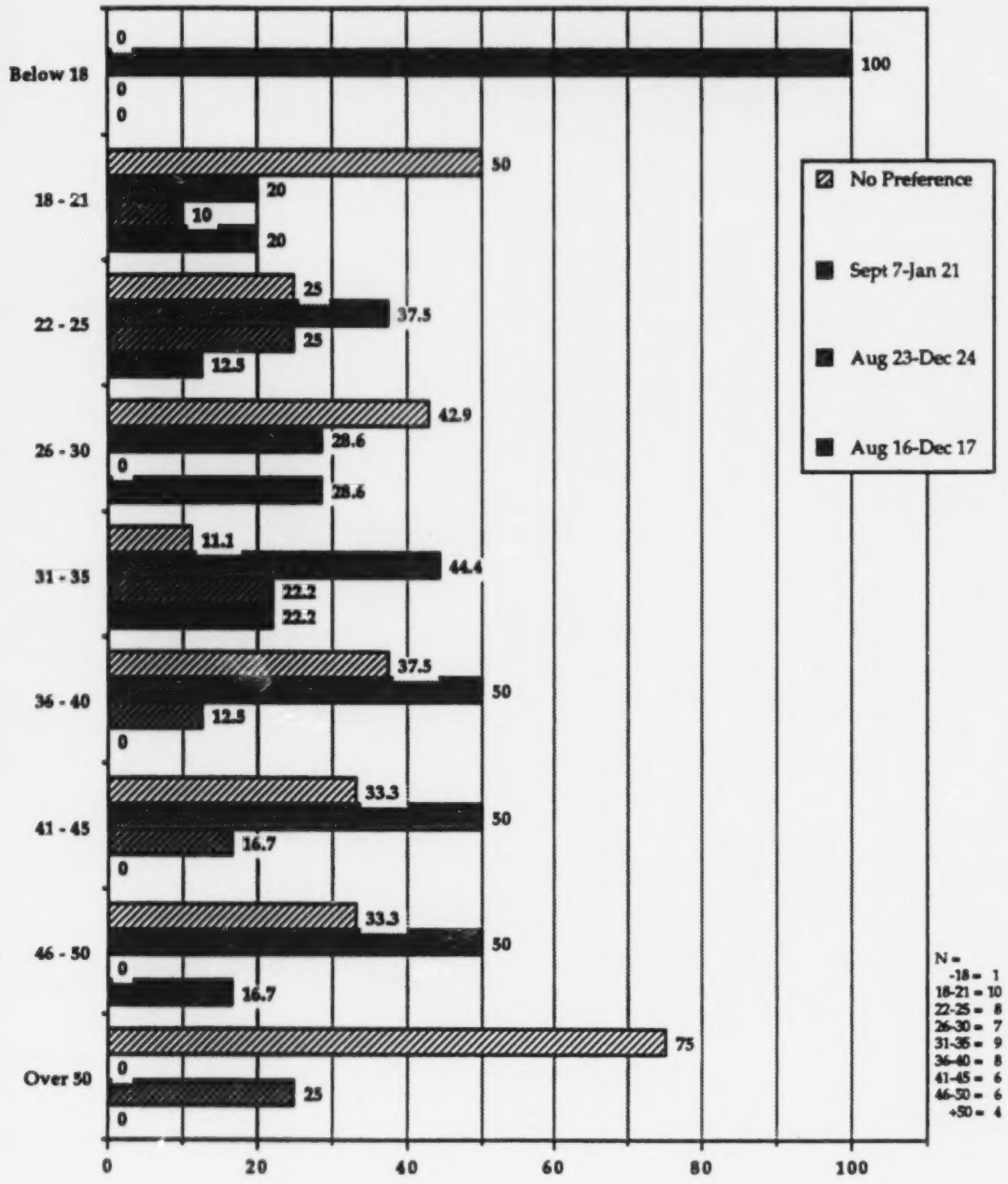
Calendar Preference by Age Group
San Diego Mesa College



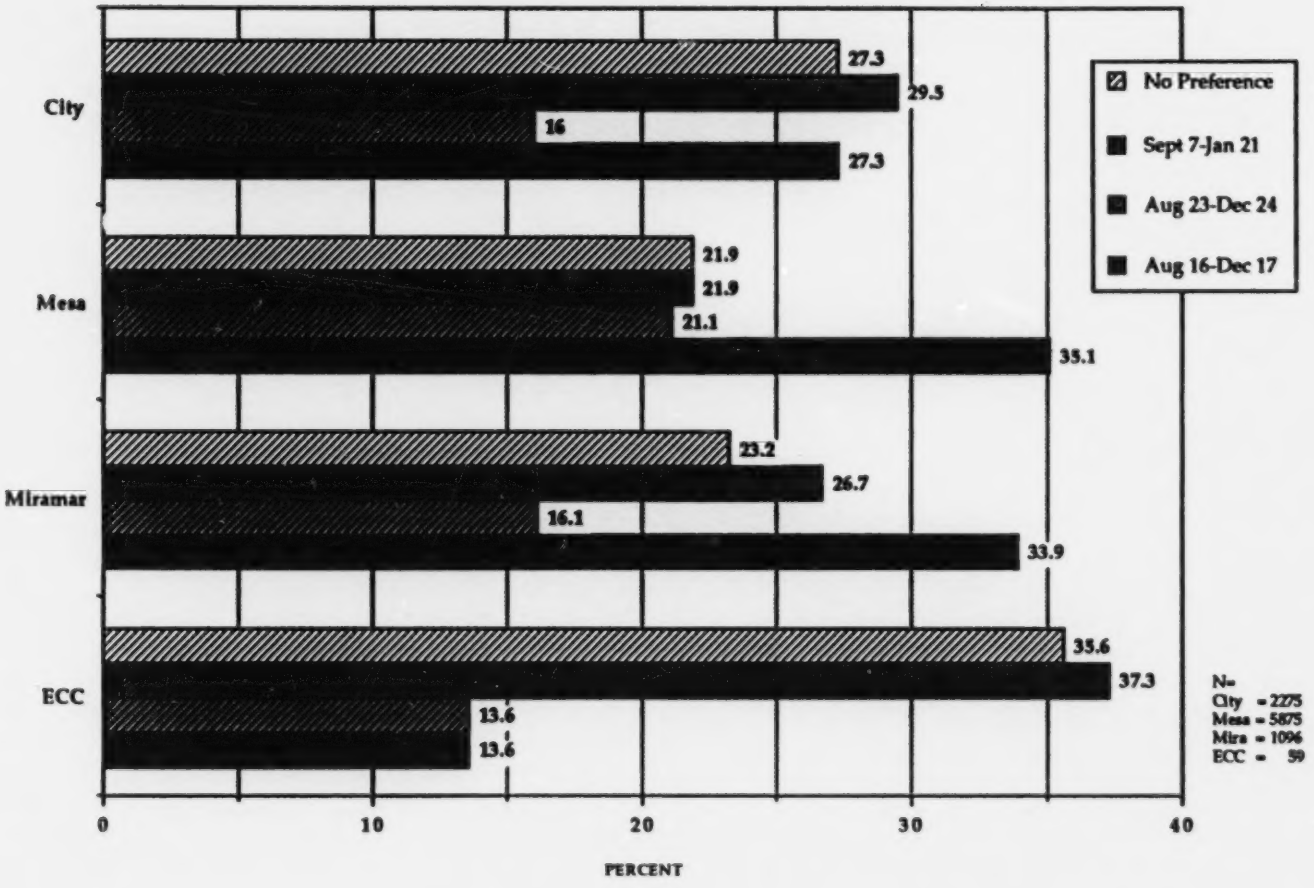
Calendar Preference by Age Group
San Diego Miramar College



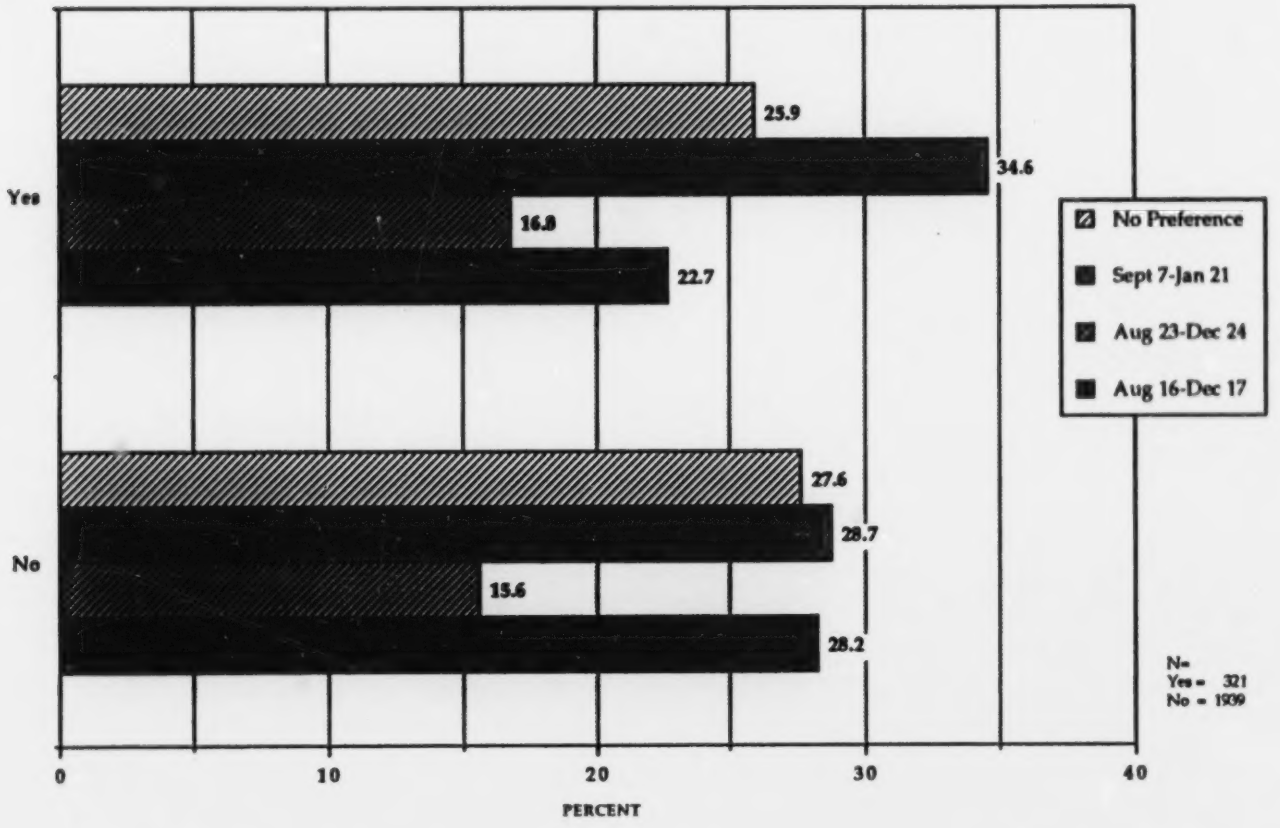
Calendar Preference by Age Group
Educational Cultural Complex



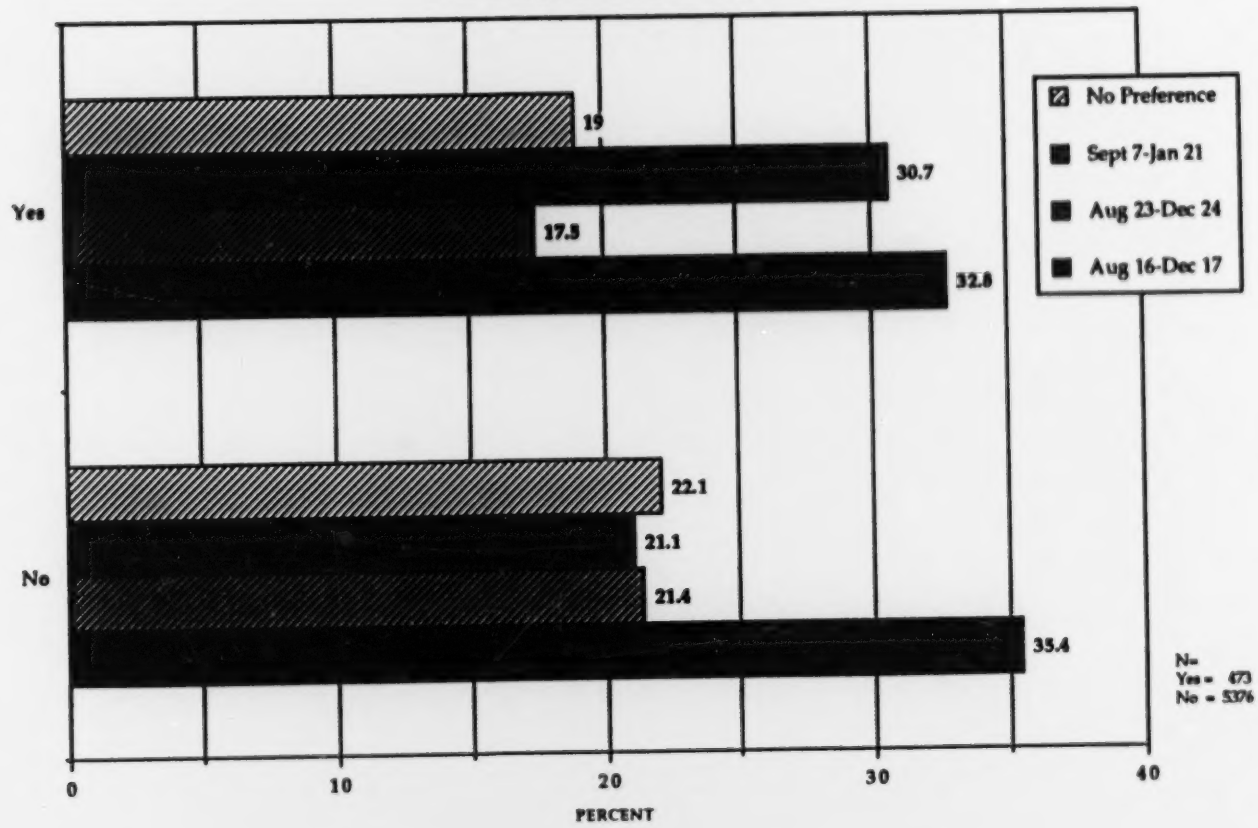
Calendar Preference by Campus
San Diego Community College District



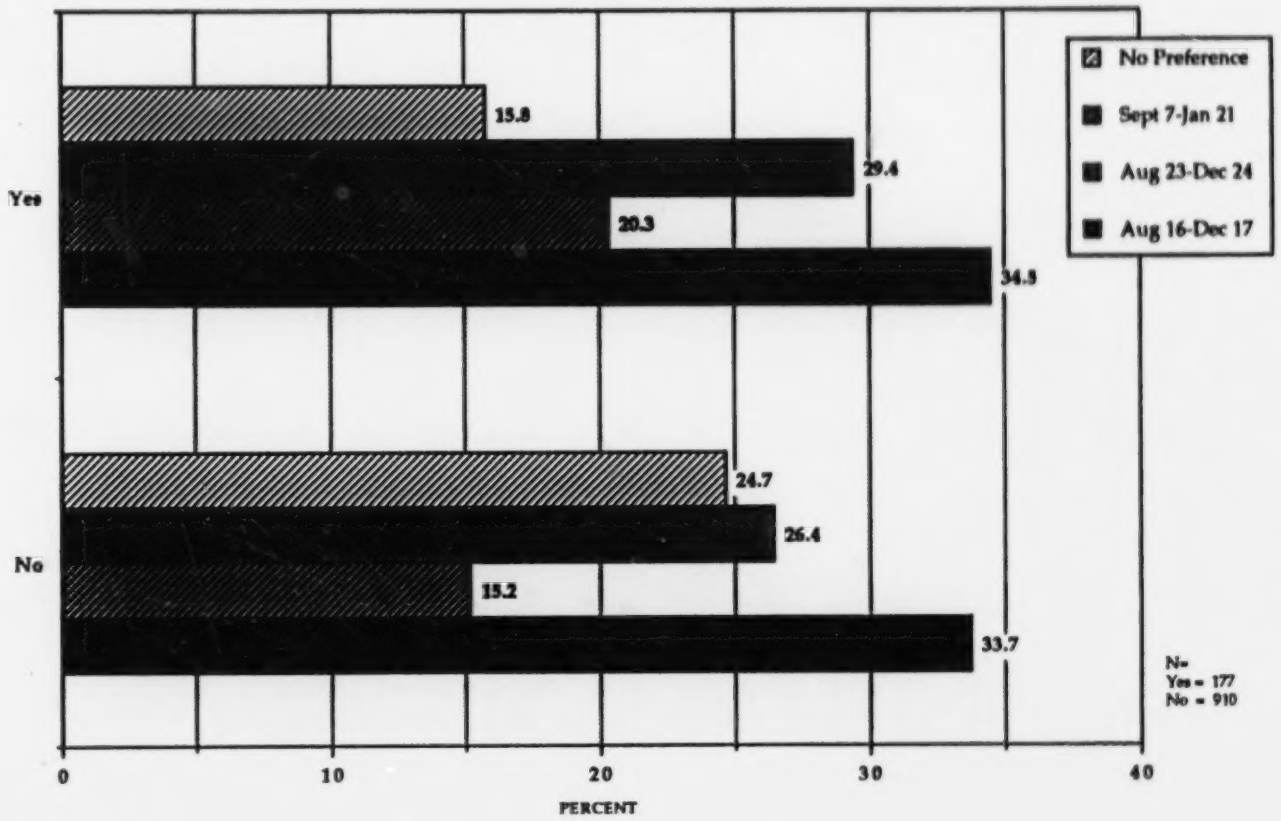
Calendar Preference to: Do you have children attending SDUSD?
San Diego City College



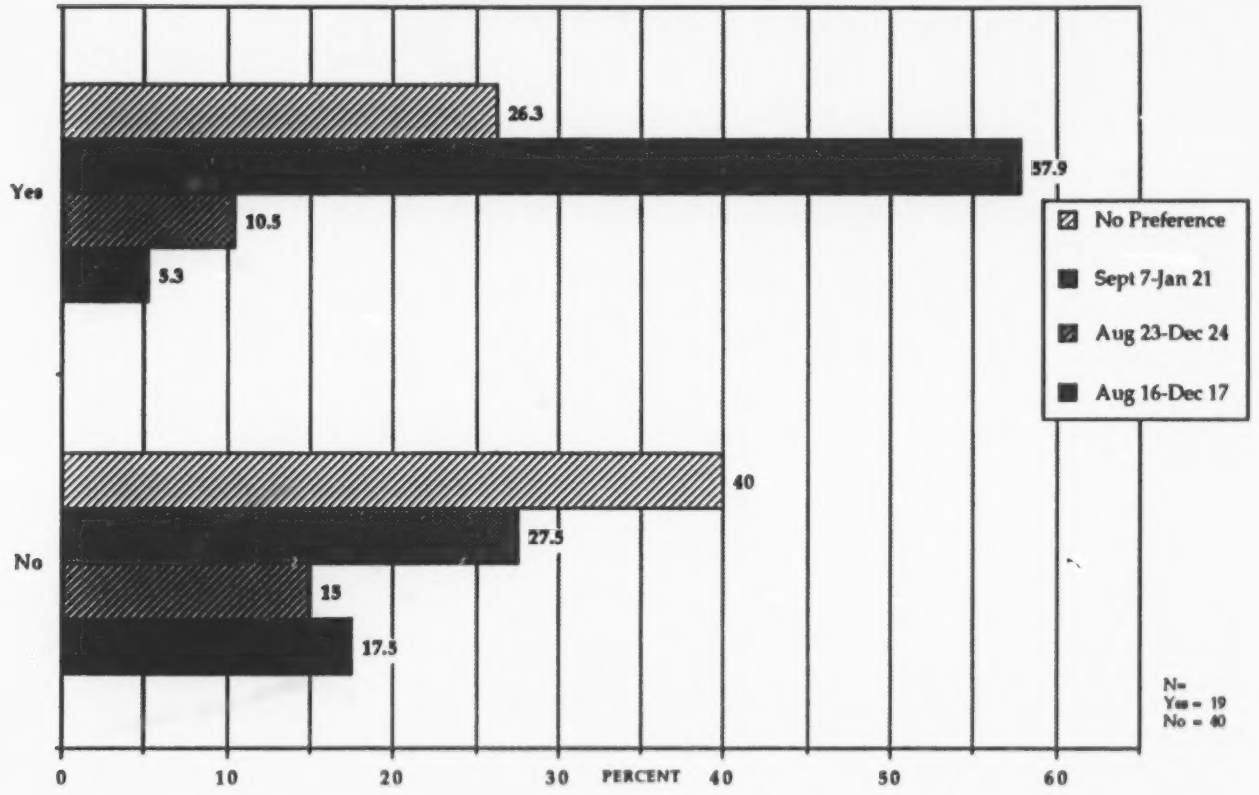
Calendar Preference to: Do you have children attending SDUSD?
San Diego Mesa College



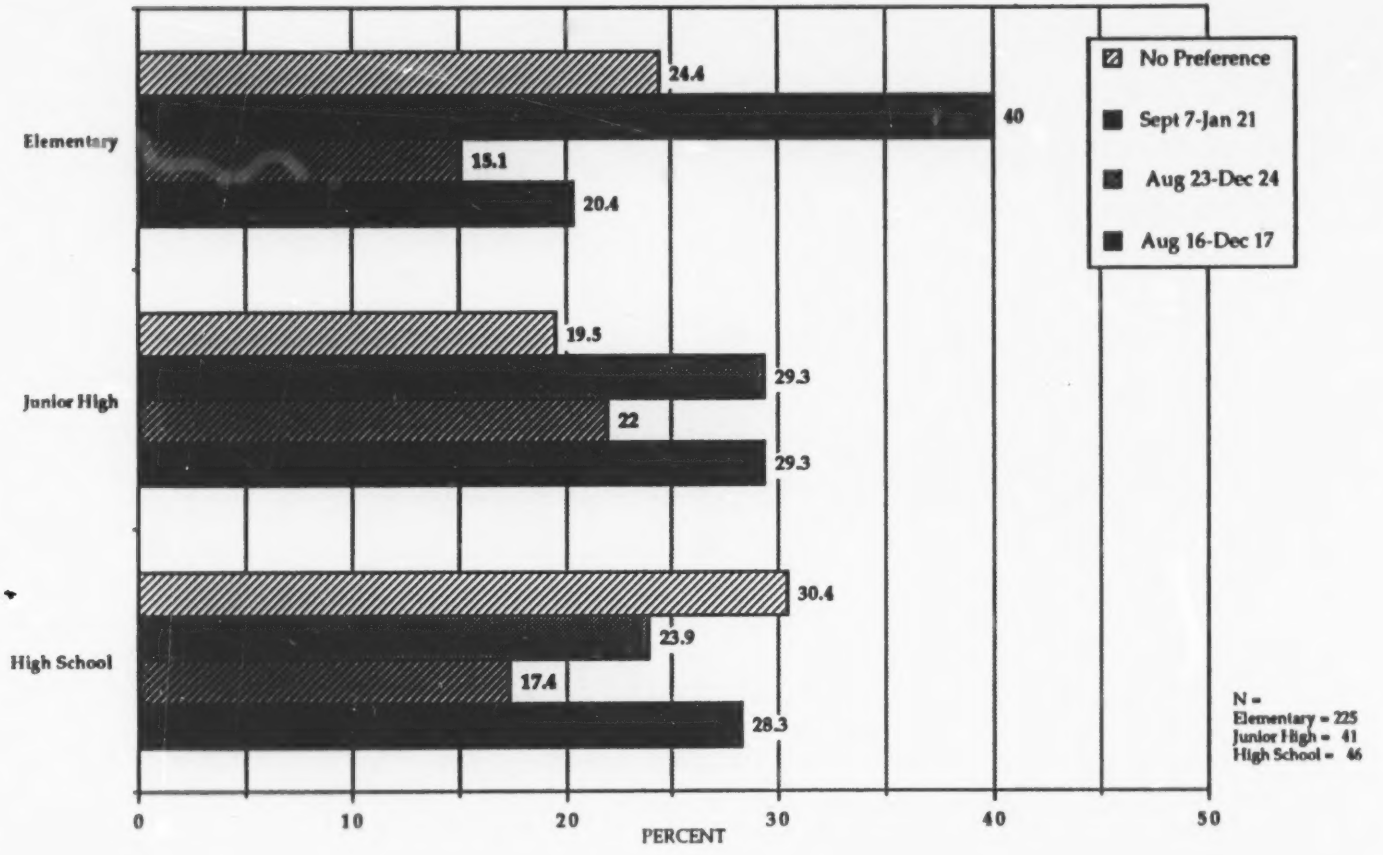
Calendar Preference to: Do you have children attending SDUSD?
San Diego Miramar College



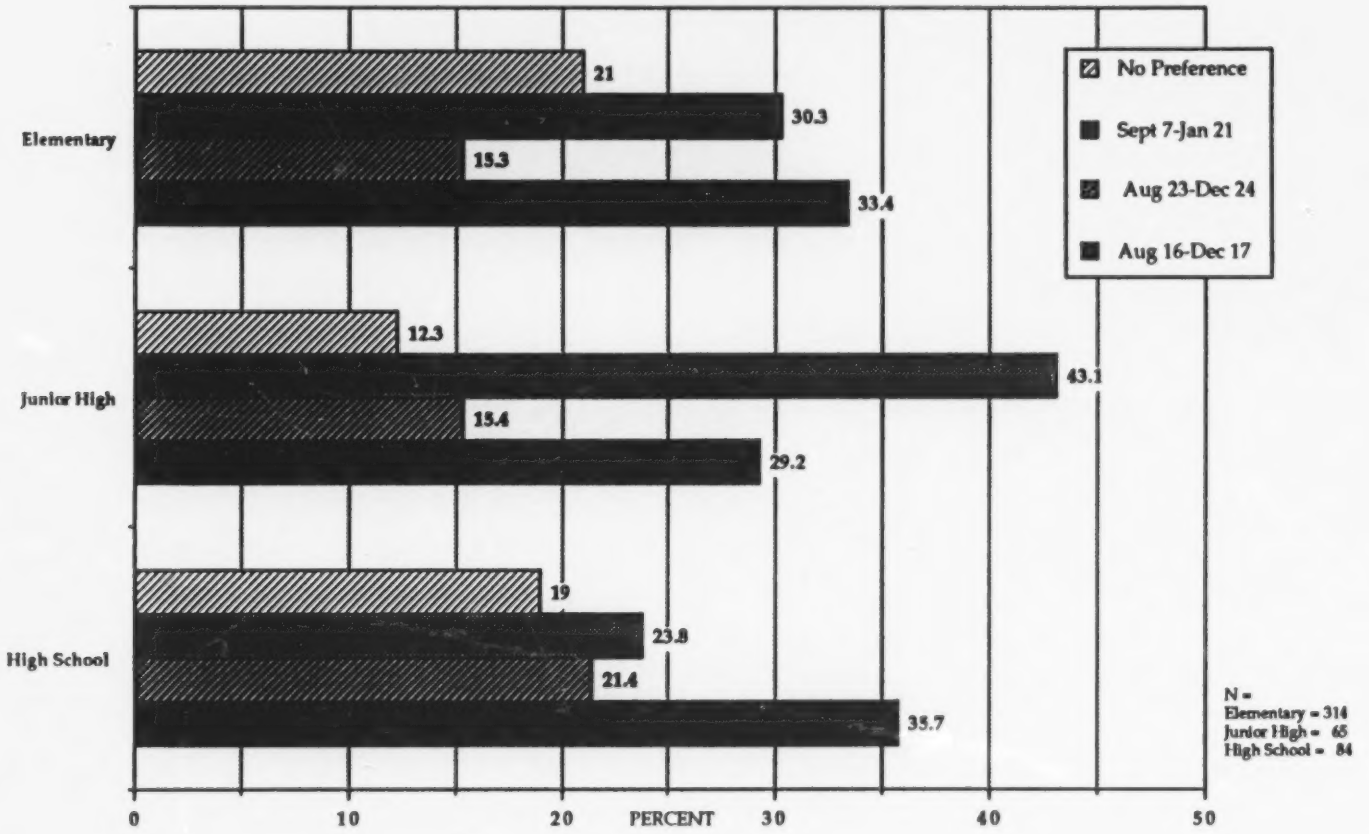
Calendar Preference to: Do you have children attending SDUSD?
Educational Cultural Complex



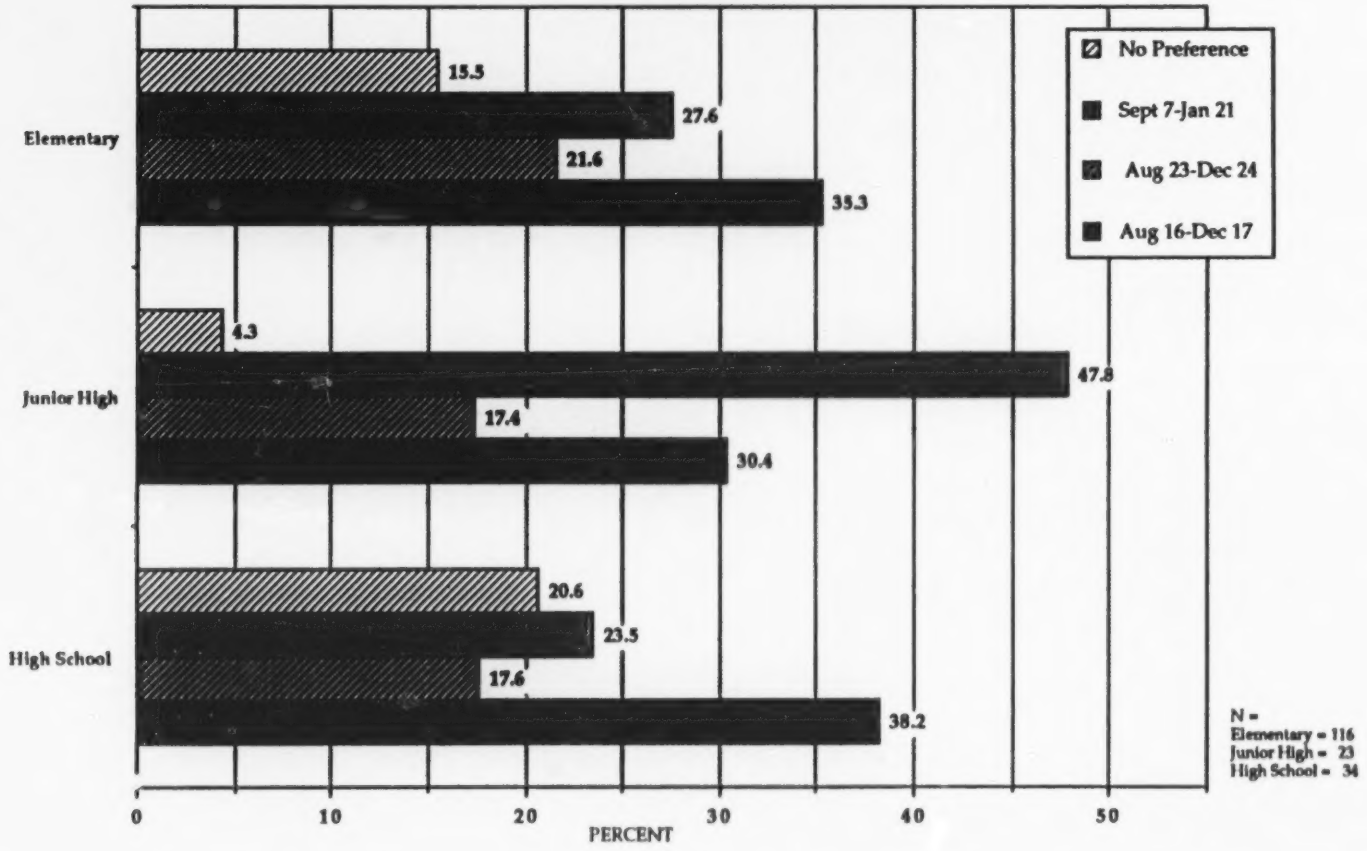
Calendar Preference by Grade Level of Youngest Child Attending
The San Diego Unified School District
San Diego City College



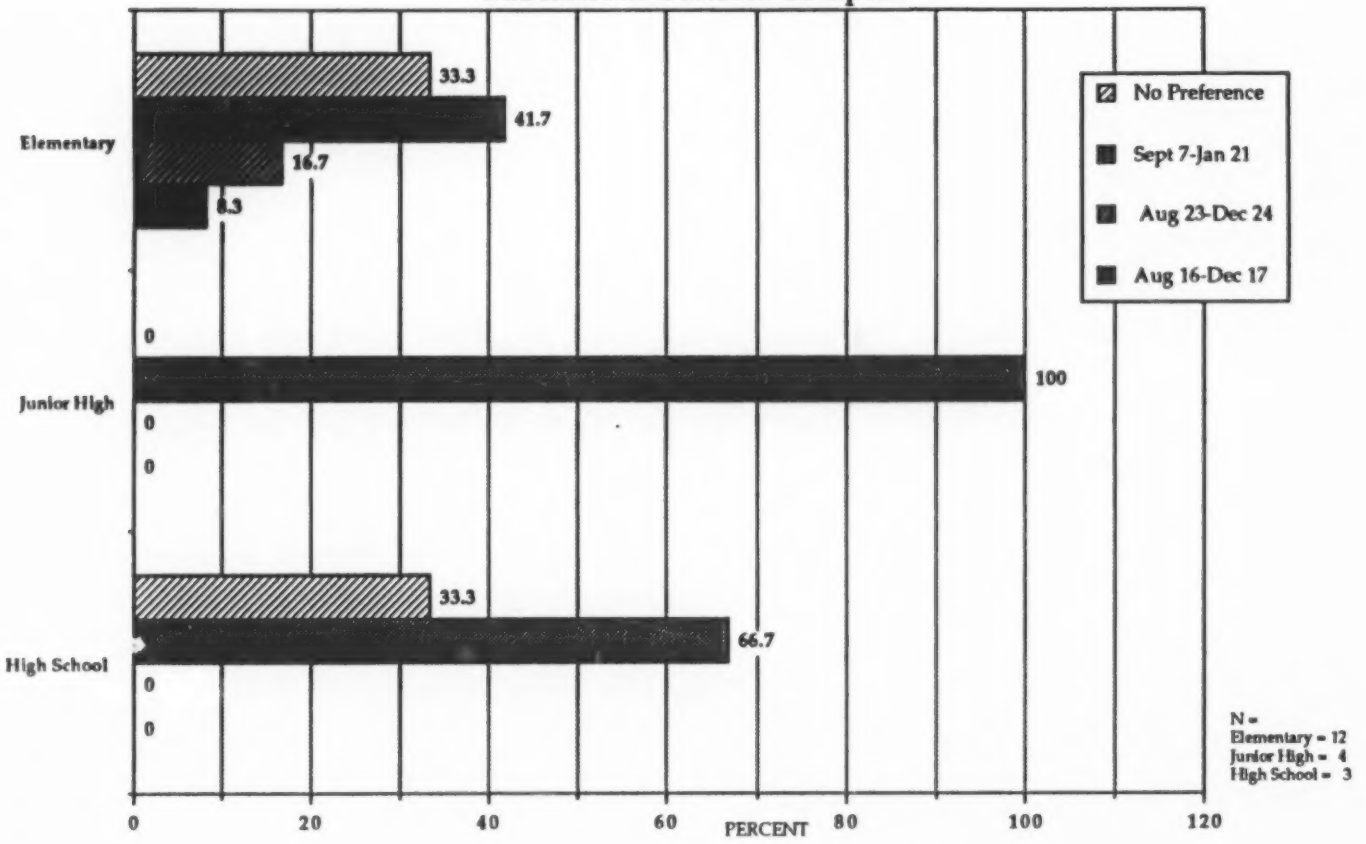
Calendar Preference by Grade Level of Youngest Child Attending
The San Diego Unified School District
San Diego Mesa College



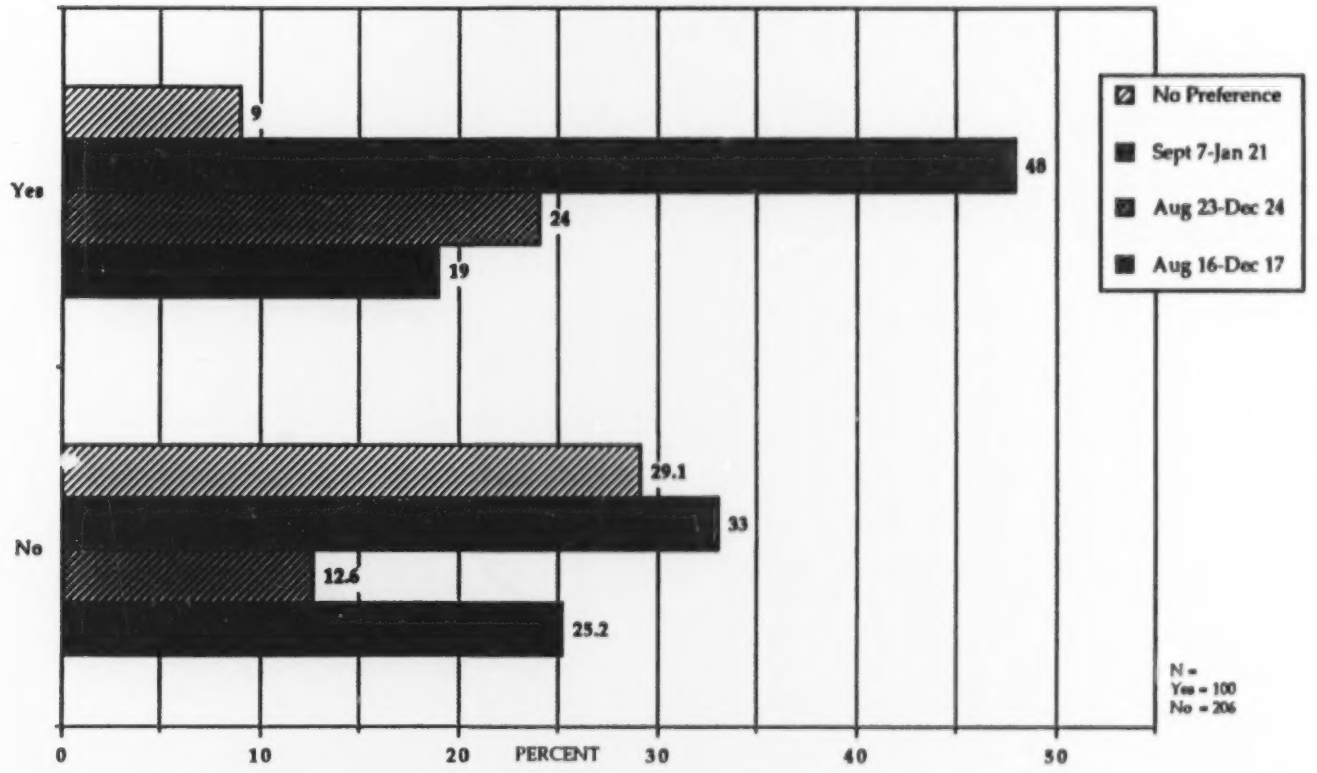
Calendar Preference by Grade Level of Youngest Child Attending
The San Diego Unified School District
San Diego Miramar College



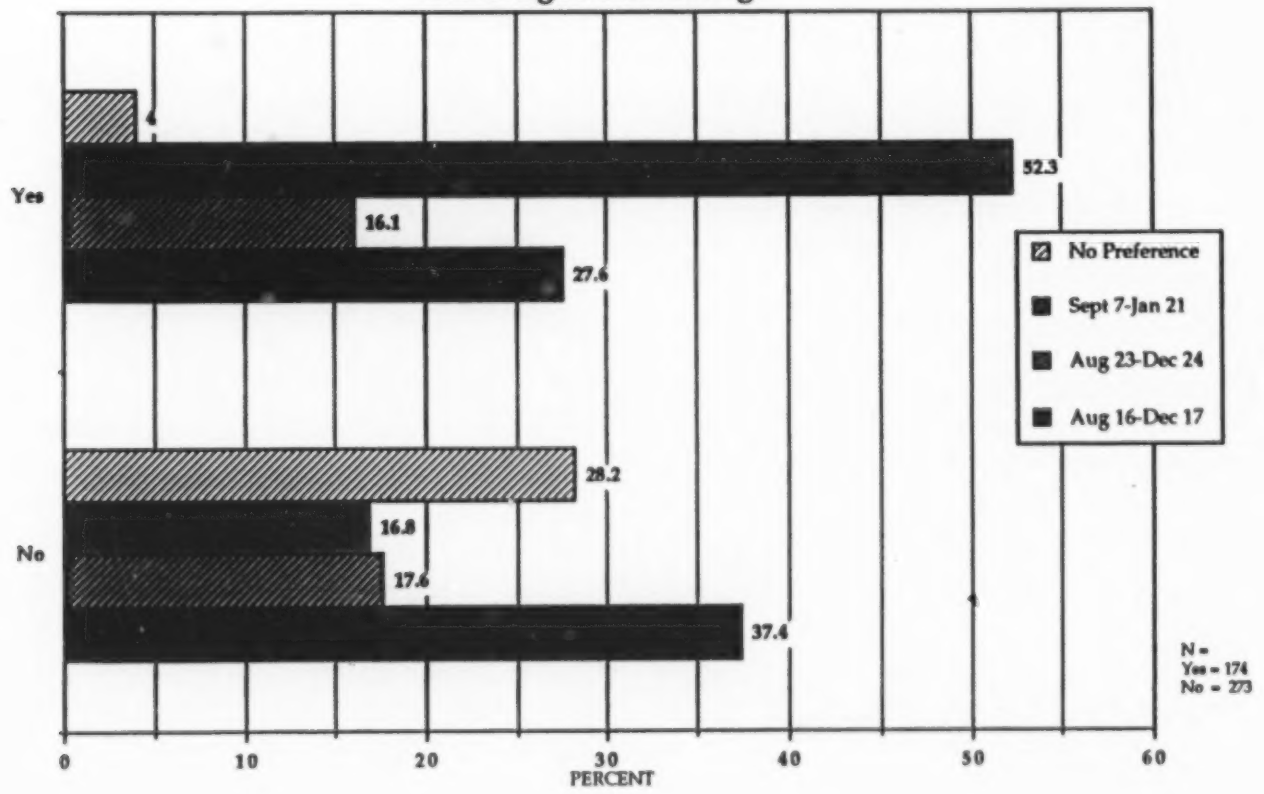
Calendar Preference by Grade Level of Youngest Child Attending
The San Diego Unified School District
Educational Cultural Complex



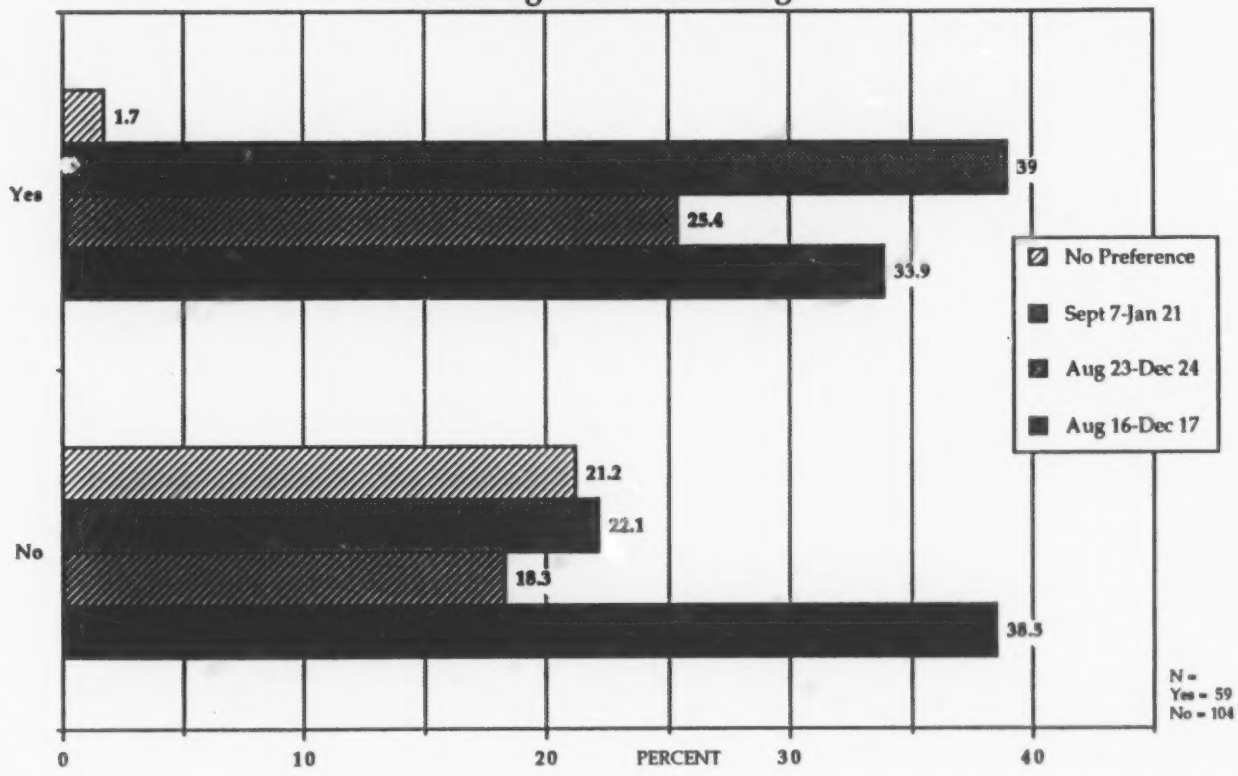
Affect of Calendar Preference by Children Attending The San Diego Unified School District San Diego City College



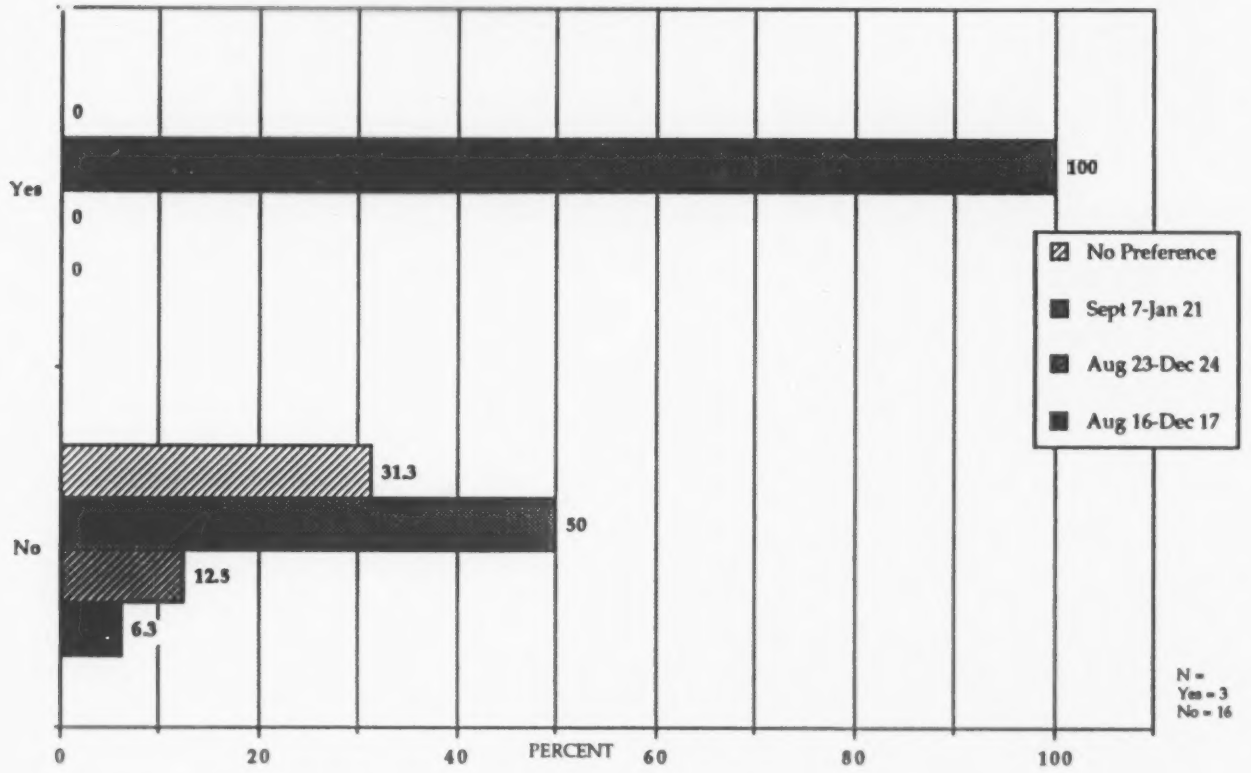
Affect of Calendar Preference by Children Attending
The San Diego Unified School District
San Diego Mesa College



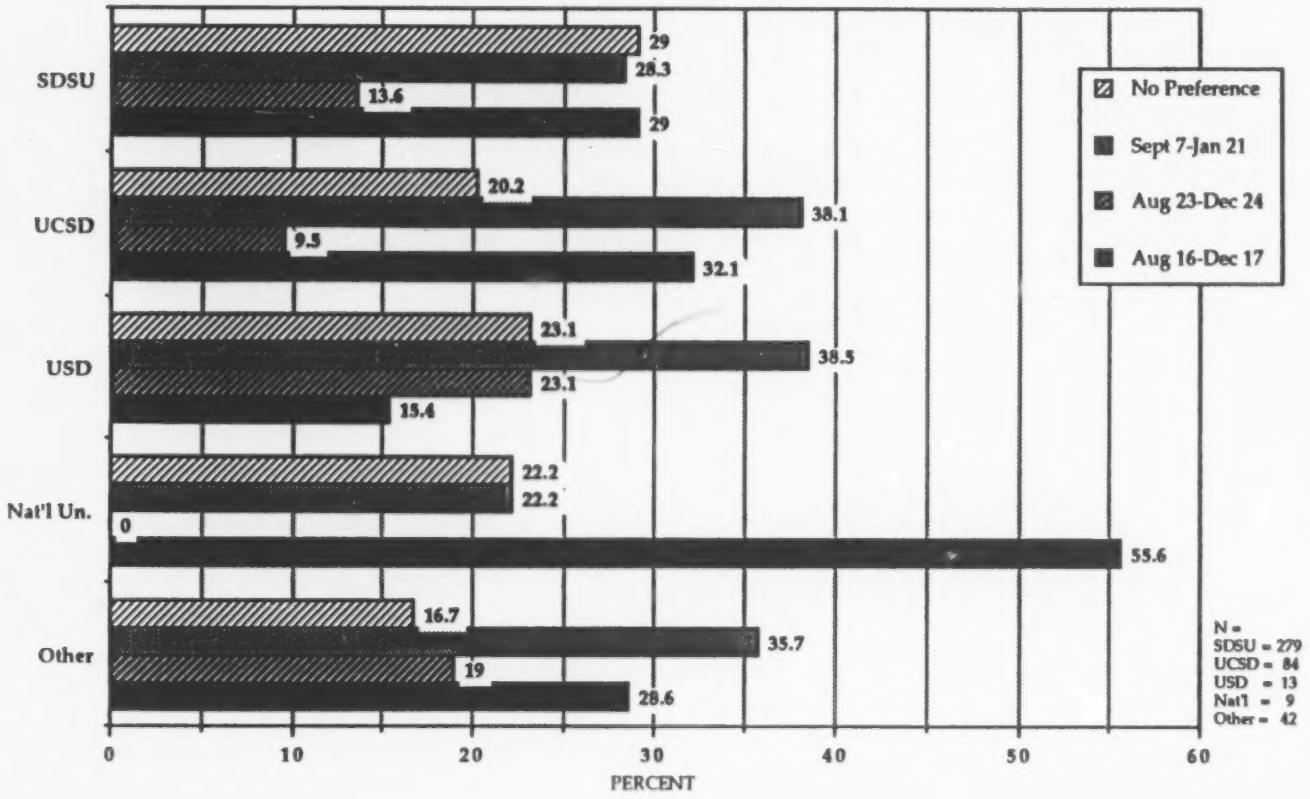
Affect of Calendar Preference by Children Attending
The San Diego Unified School District
San Diego Miramar College



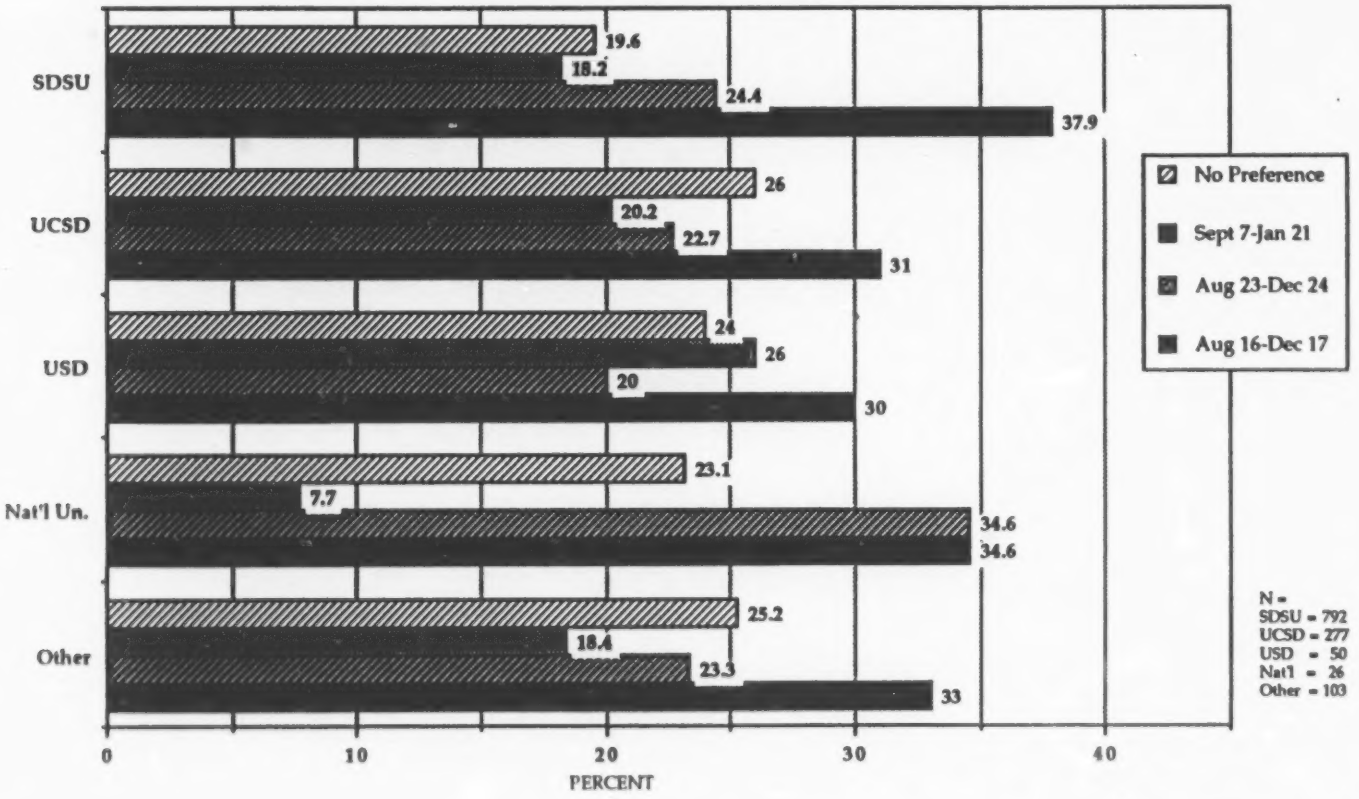
Affect ofCalendar Preference by Children Attending The San Diego Unified School District Educational Cultural Complex



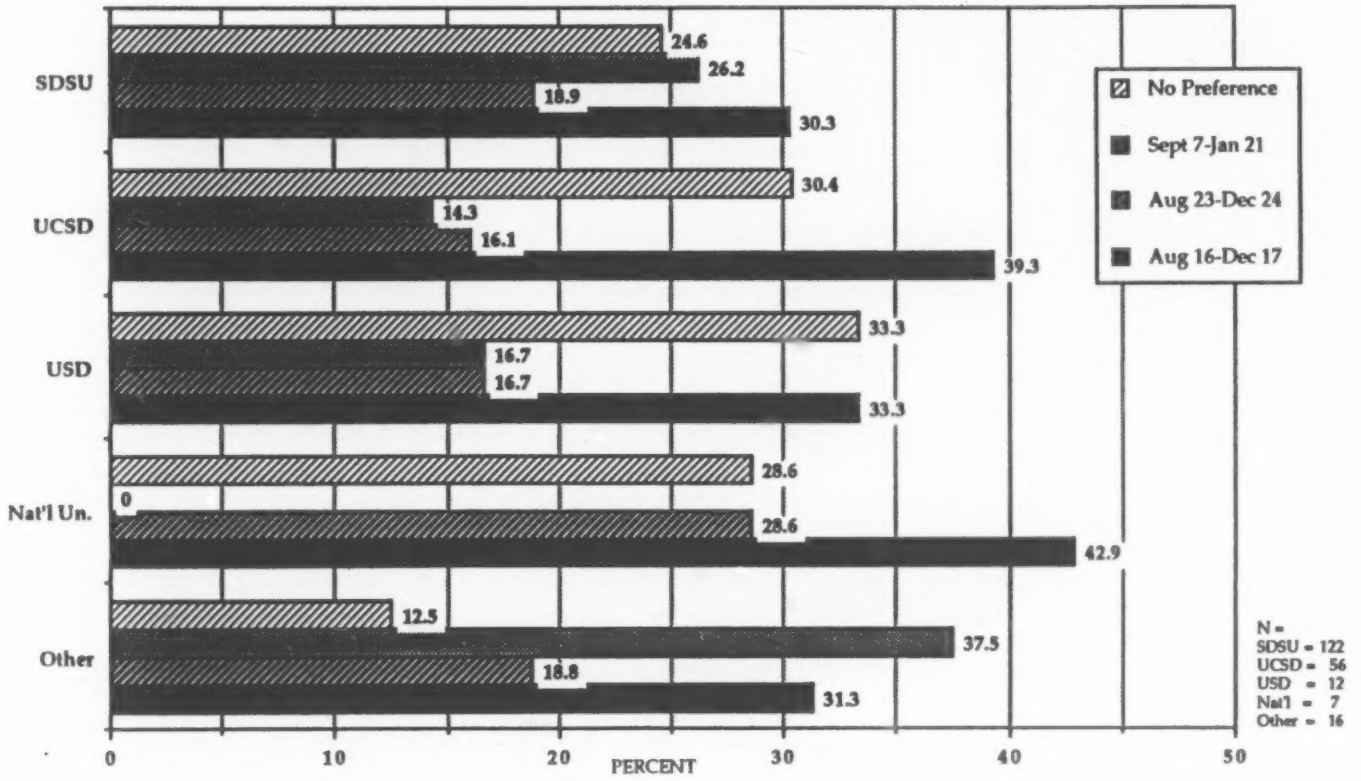
Calendar Preference of Students Concurrently Enrolled at a 4-Year Institution
San Diego City College



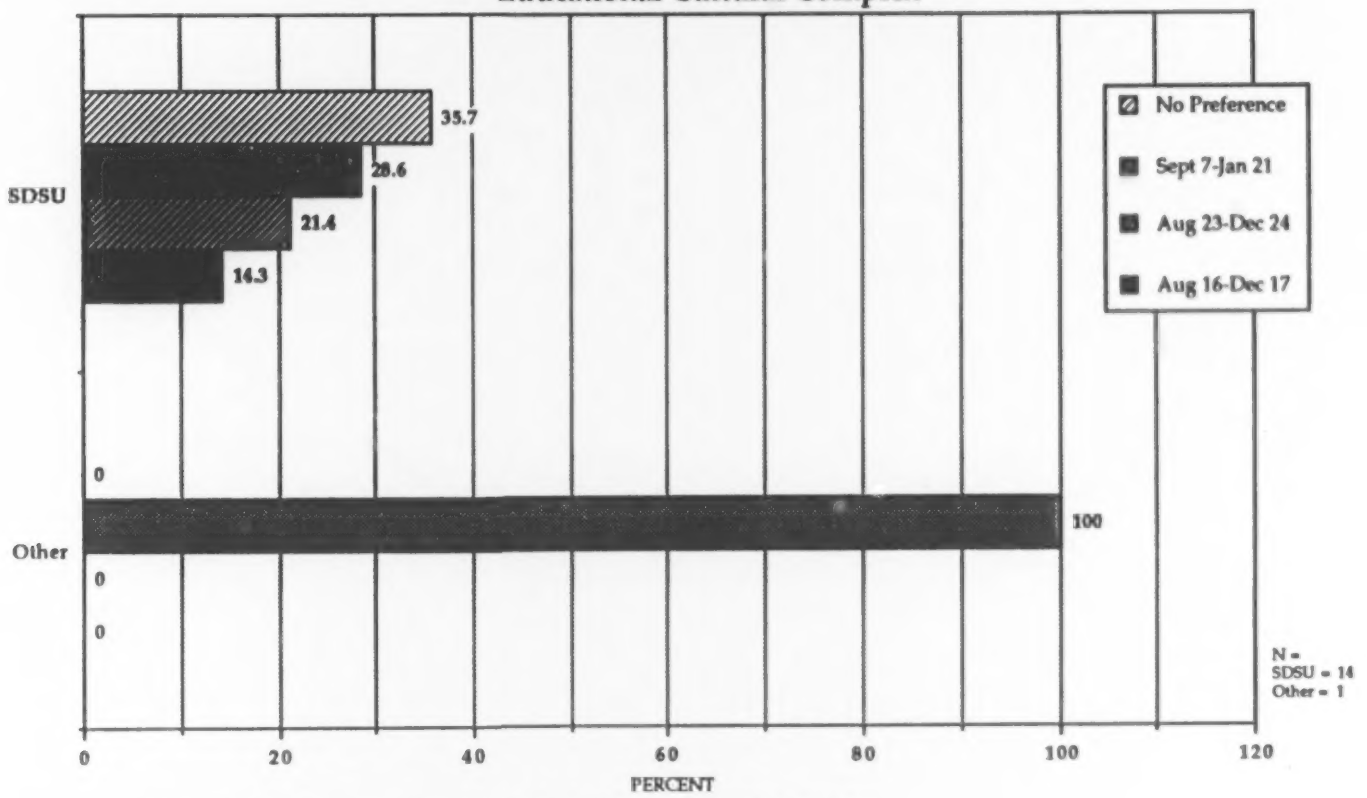
Calendar Preference of Students Concurrently Enrolled at a 4-Year Institution
San Diego Mesa College



Calendar Preference of Students Concurrently Enrolled at a 4-Year Institution
San Diego Miramar College

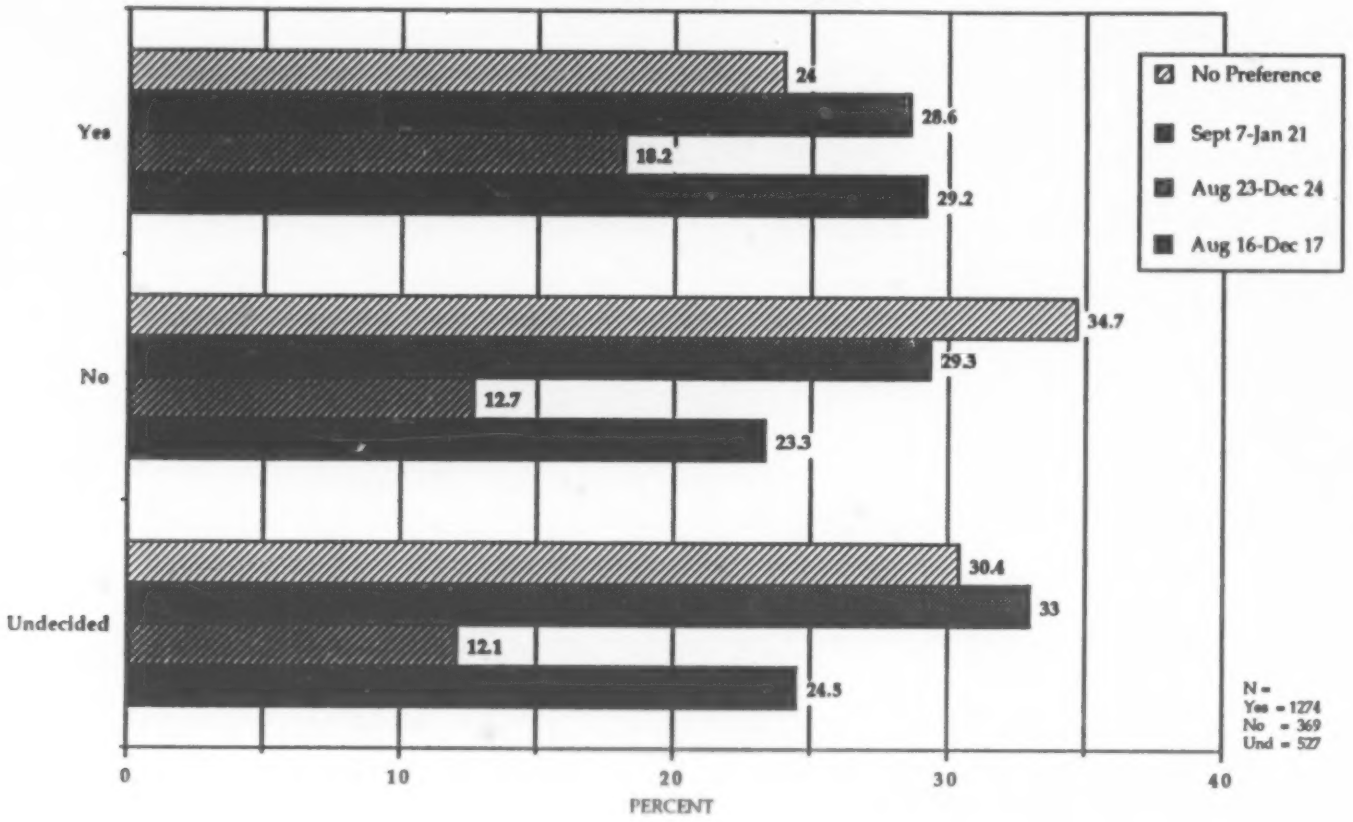


Calendar Preference of Students Concurrently Enrolled at a 4-Year Institution
Educational Cultural Complex

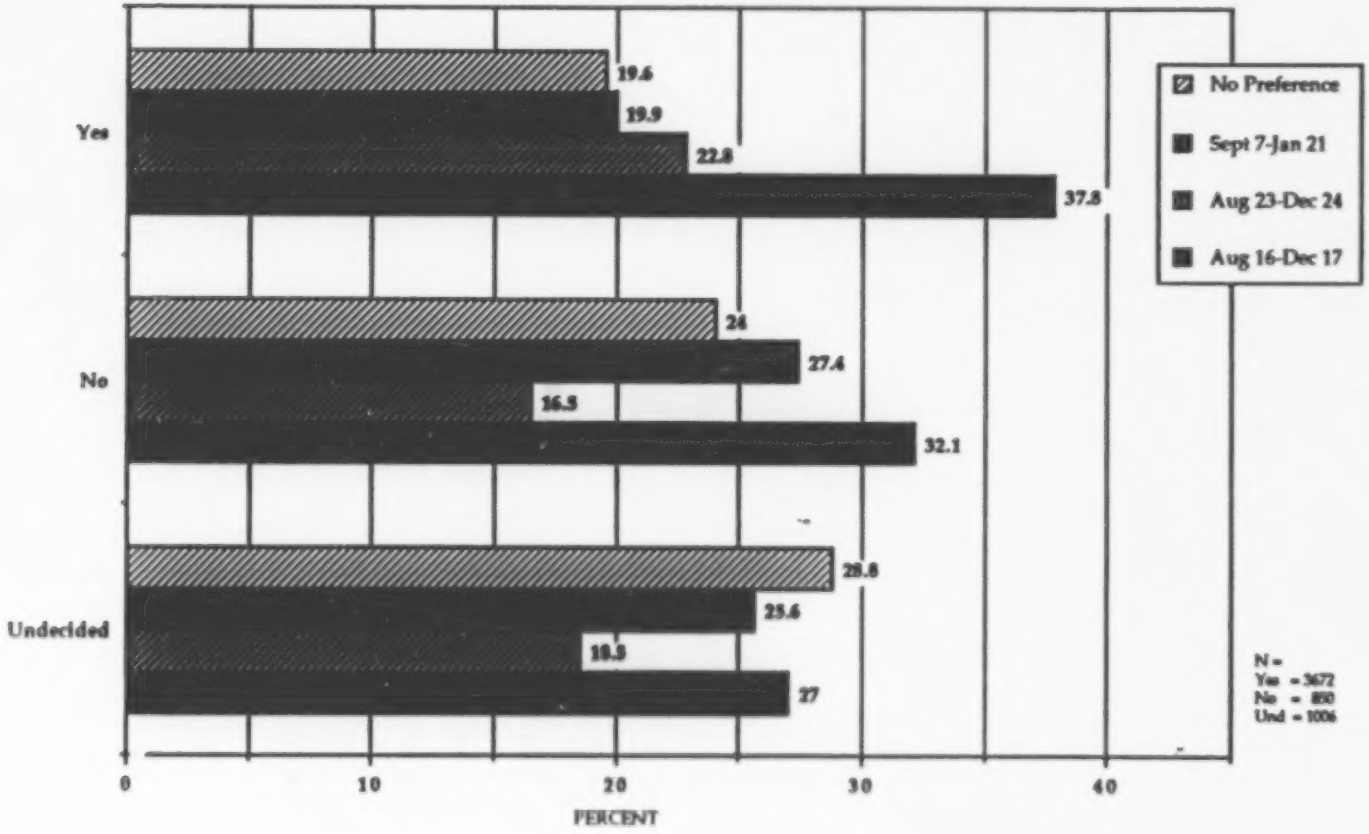


NOTE: Data for ECC do not indicate concurrent enrollment at other 4-year institutions except those listed above

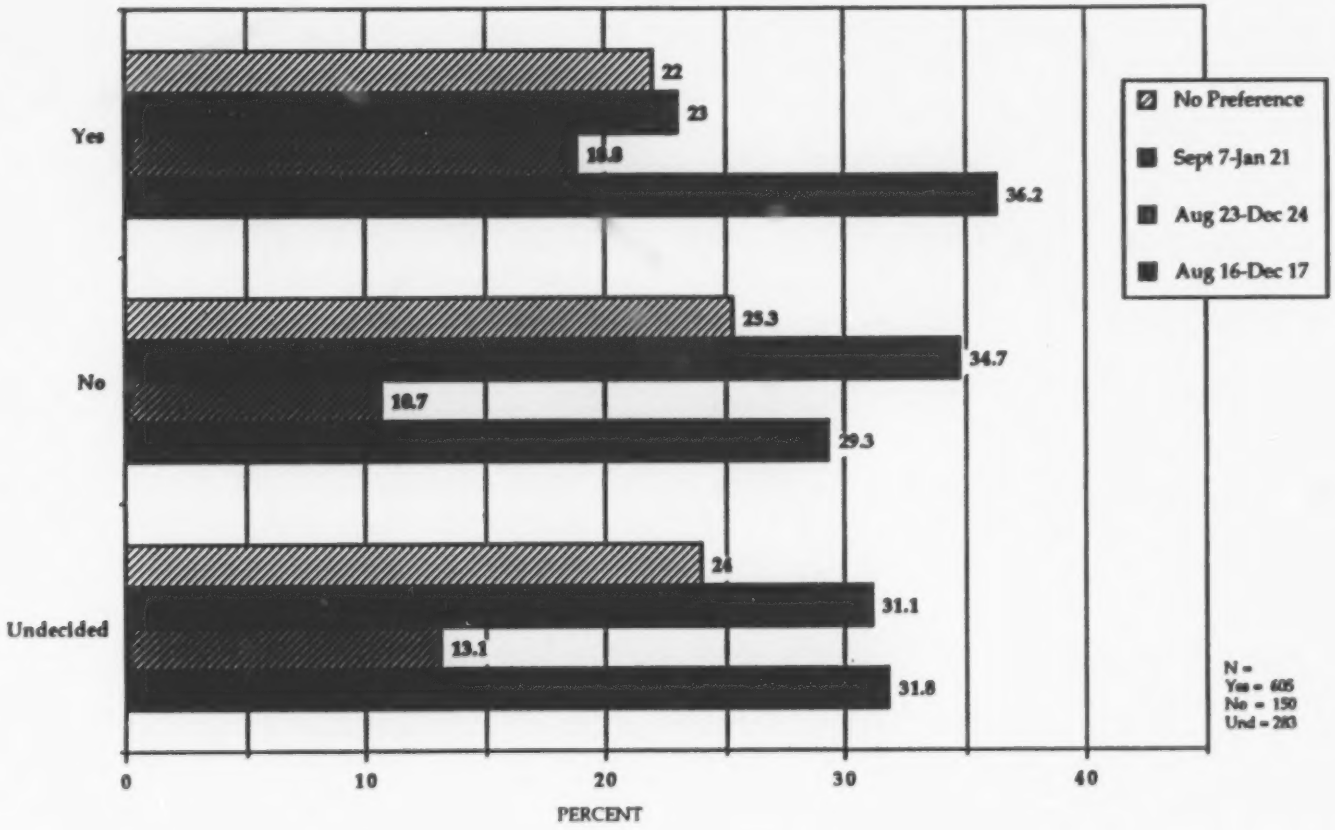
Calendar Preference to: Do you plan on transferring to a 4-year college?
San Diego City College



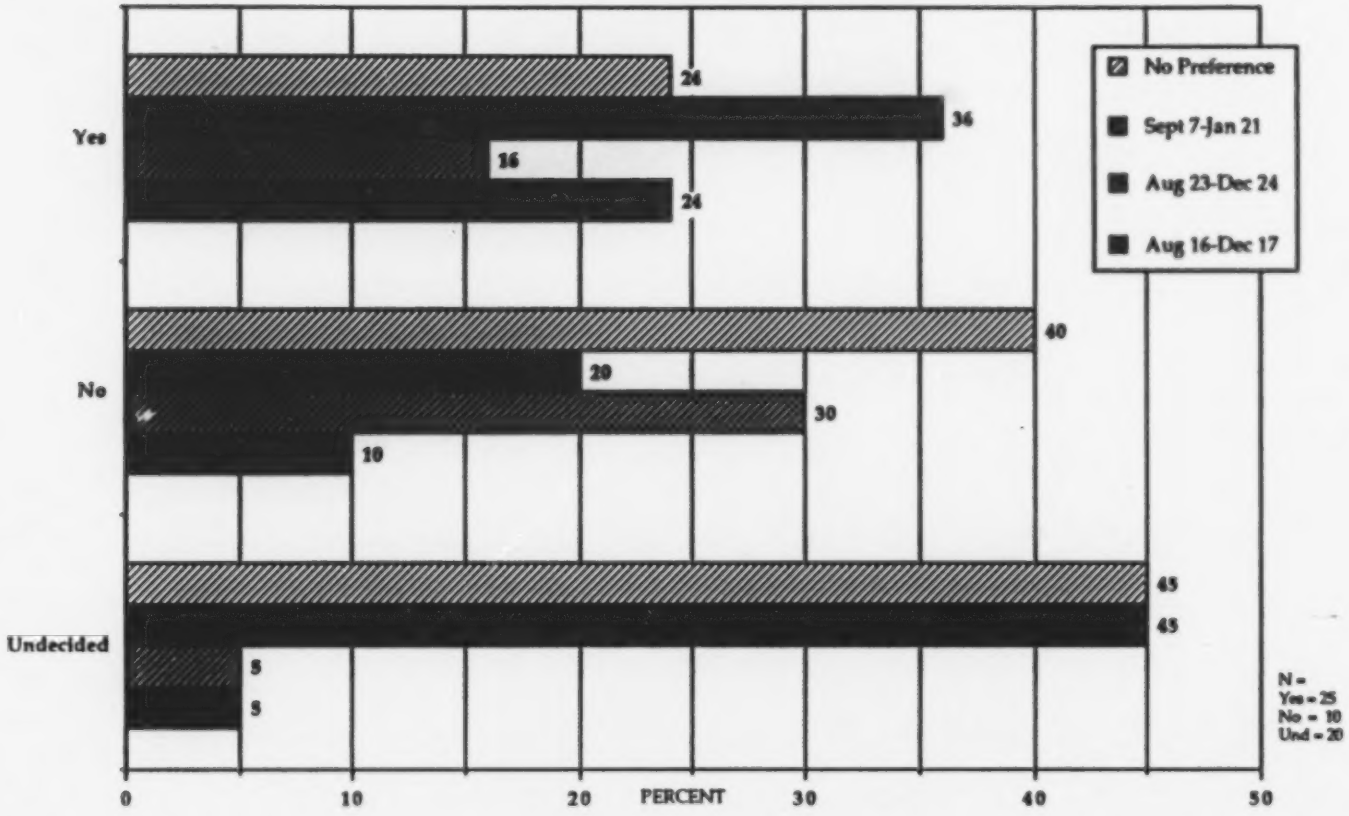
Calendar Preference to: Do you plan on transferring to a 4-year college?
San Diego Mesa College



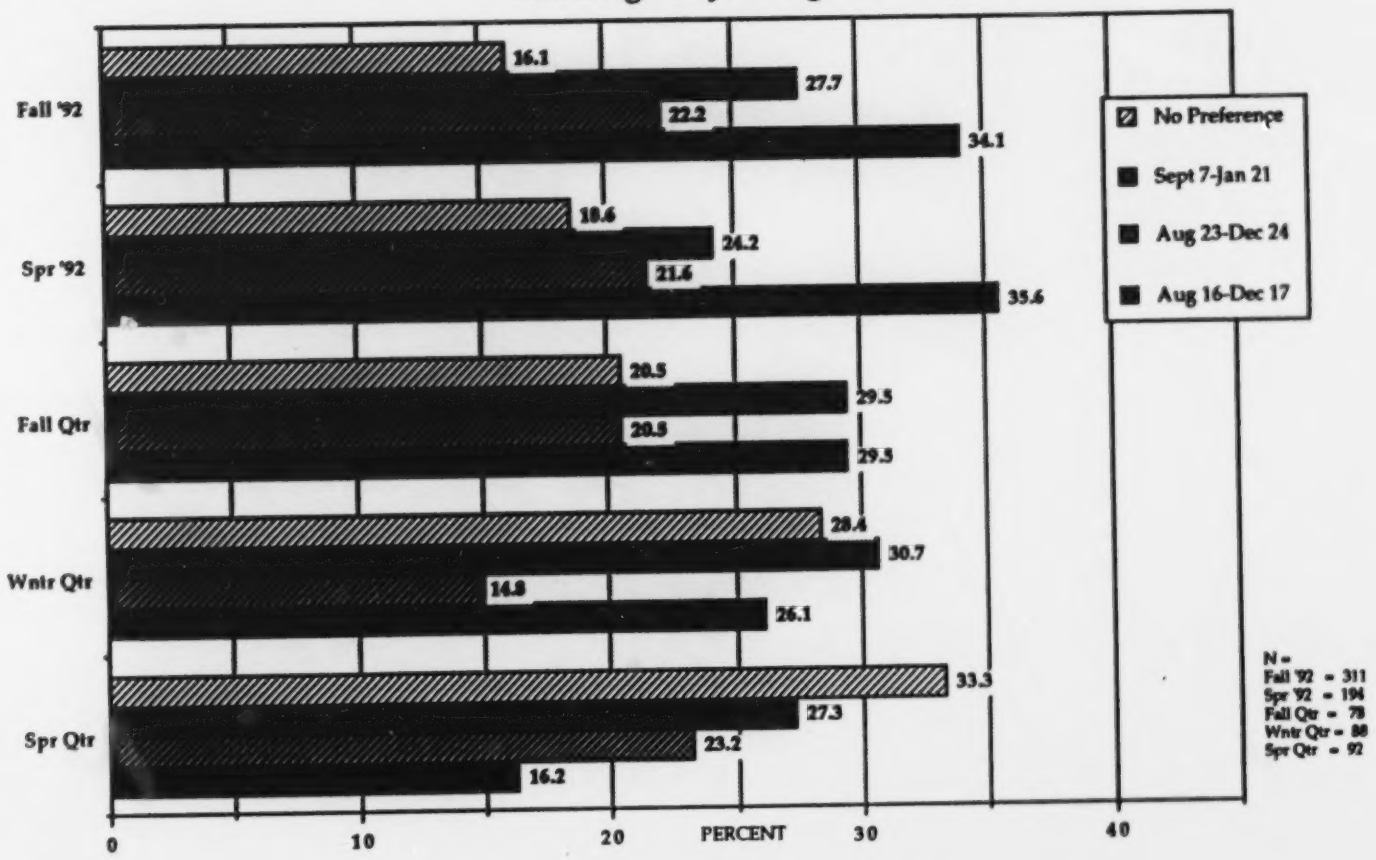
Calendar Preference to: Do you plan on transferring to a 4-year college?
San Diego Miramar College



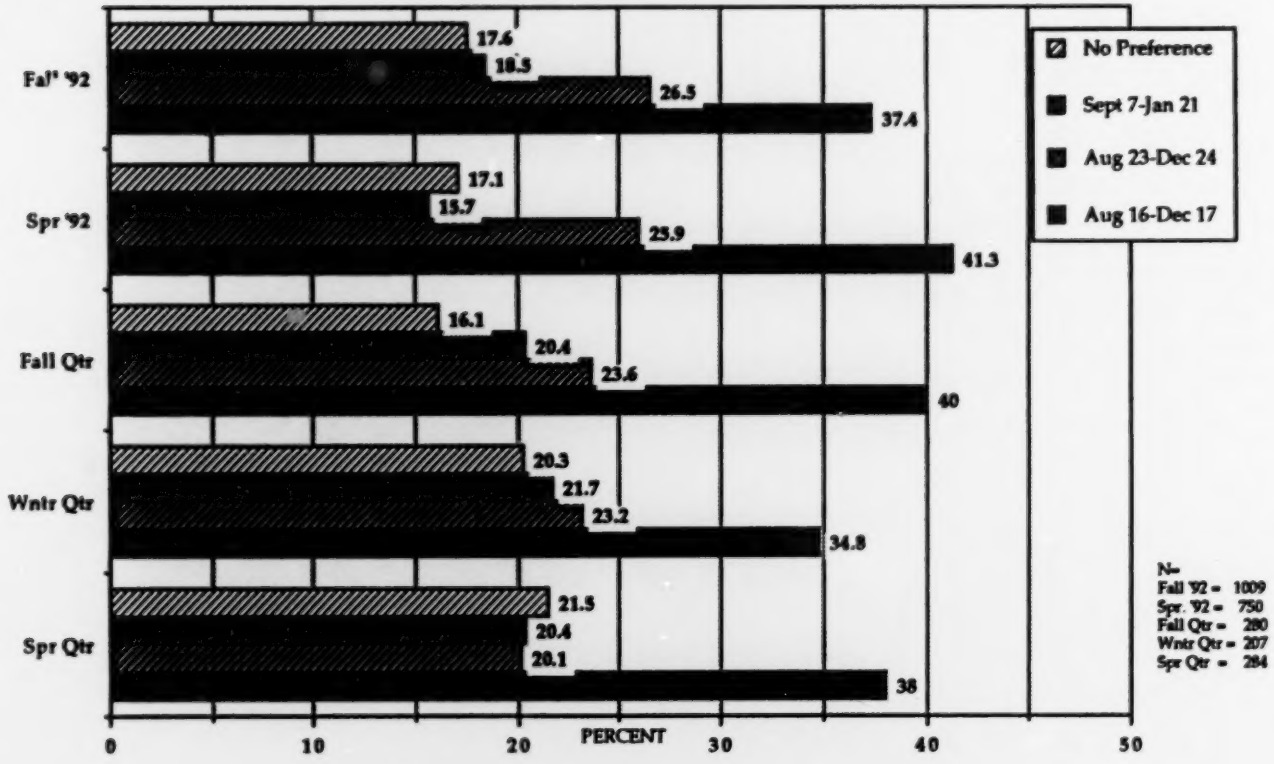
Calendar Preference to: Do you plan on transferring to a 4-year college?
Educational Cultural Complex



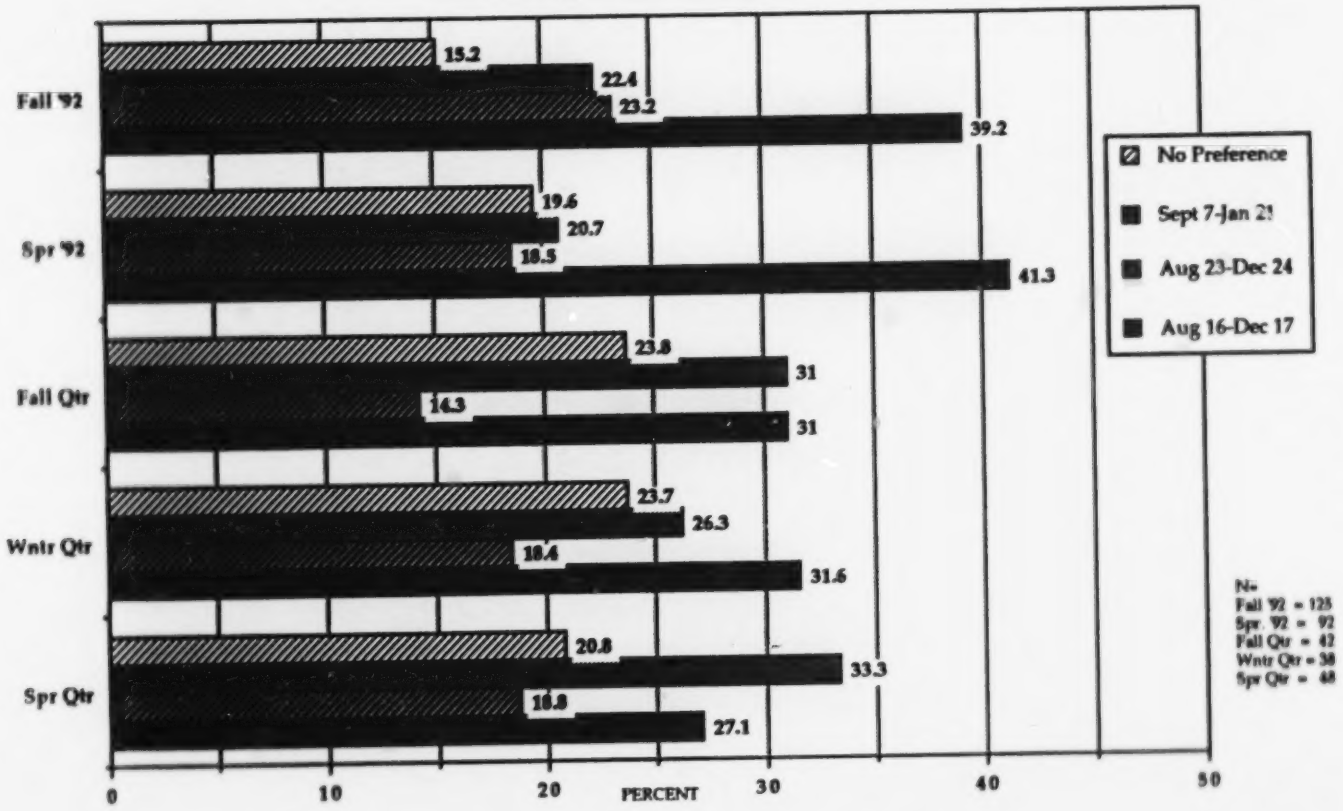
Calendar Preference to: If you intend to transfer, please indicate when.
San Diego City College



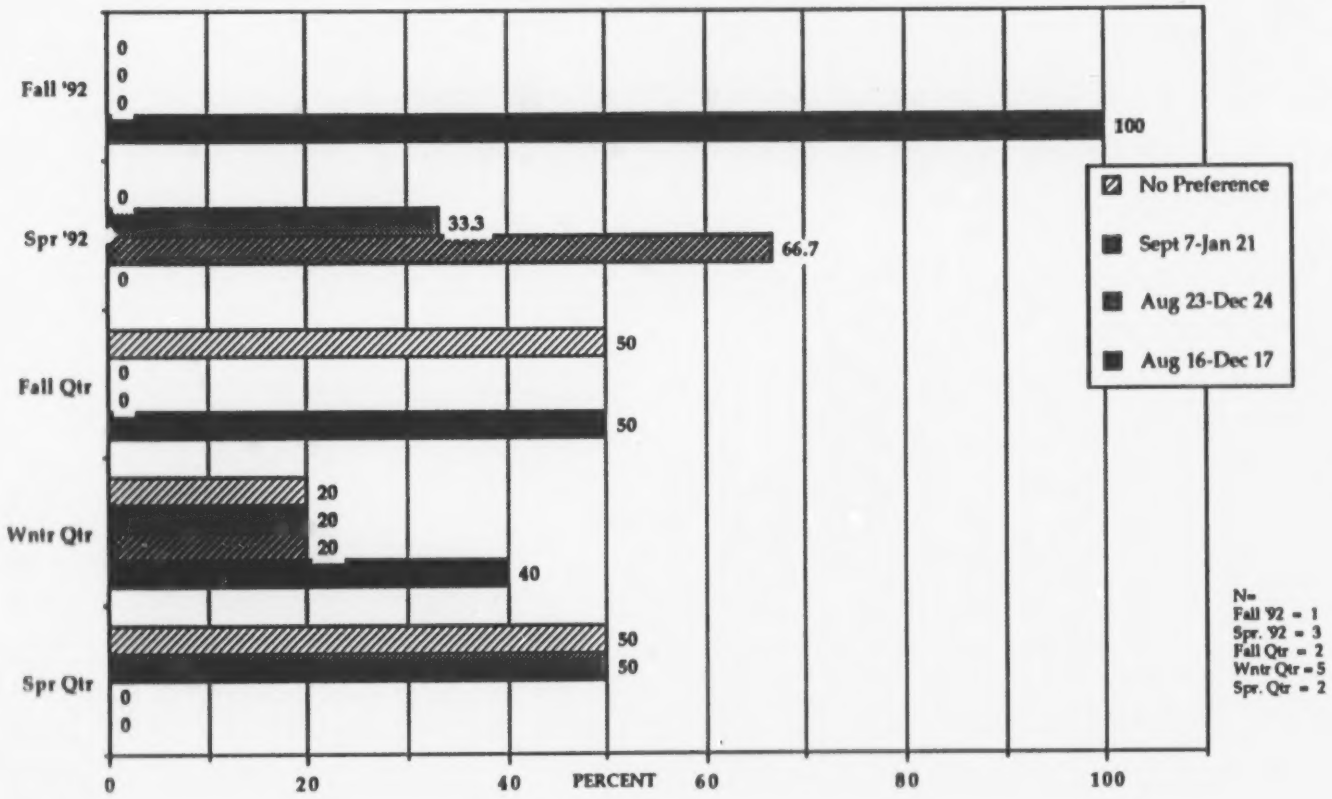
Calendar Preference to: If you intend to transfer, please indicate when.
San Diego Mesa College



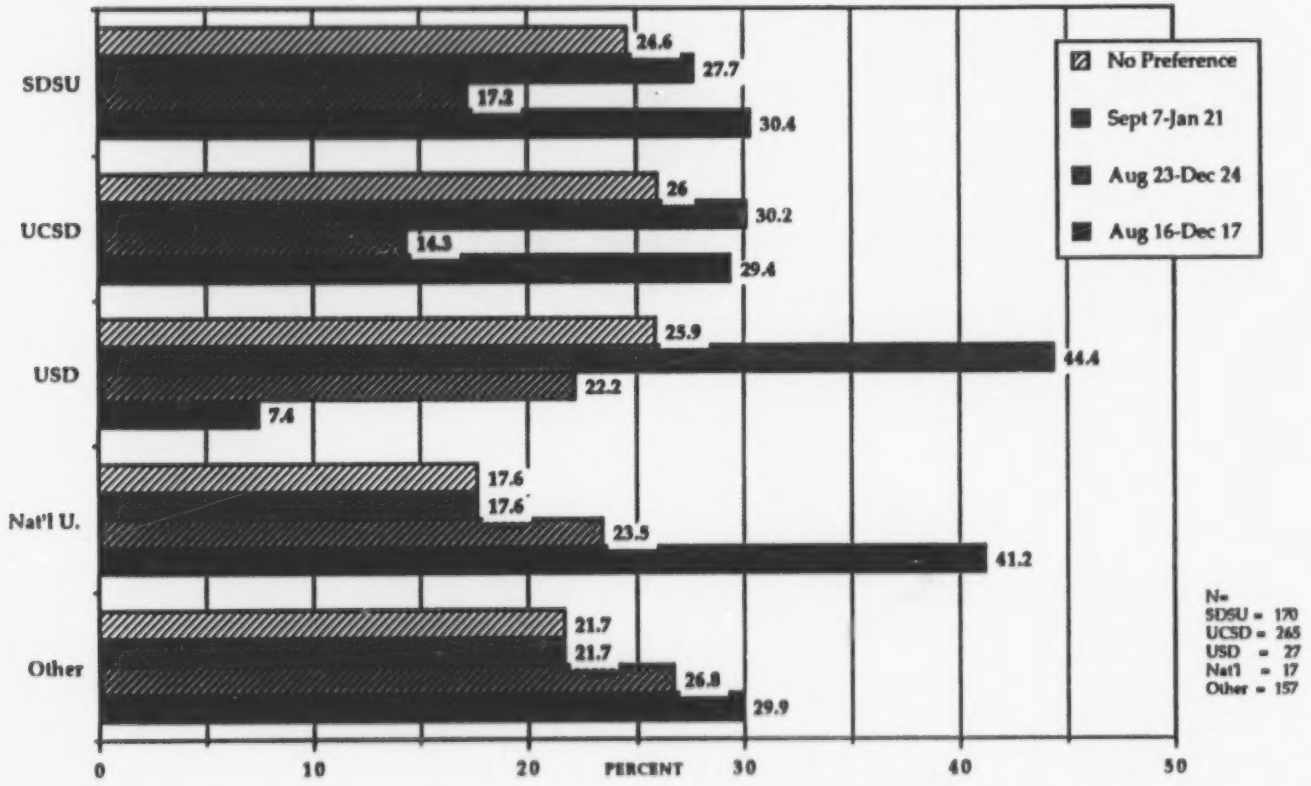
Calendar Preference to: If you intend to transfer, please indicate when.
San Diego Miramar College



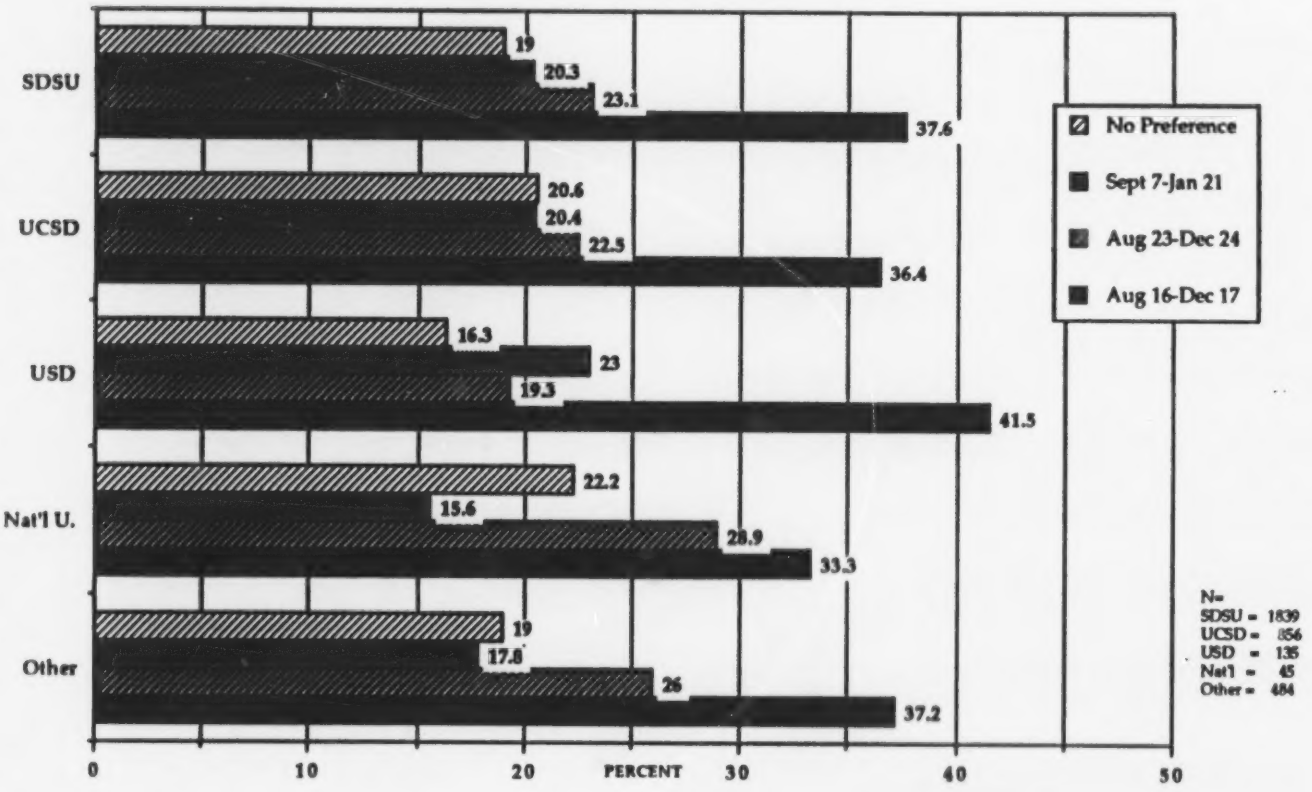
Calendar Preference to: If you intend to transfer, please indicate when.
Eductional Cultural Complex



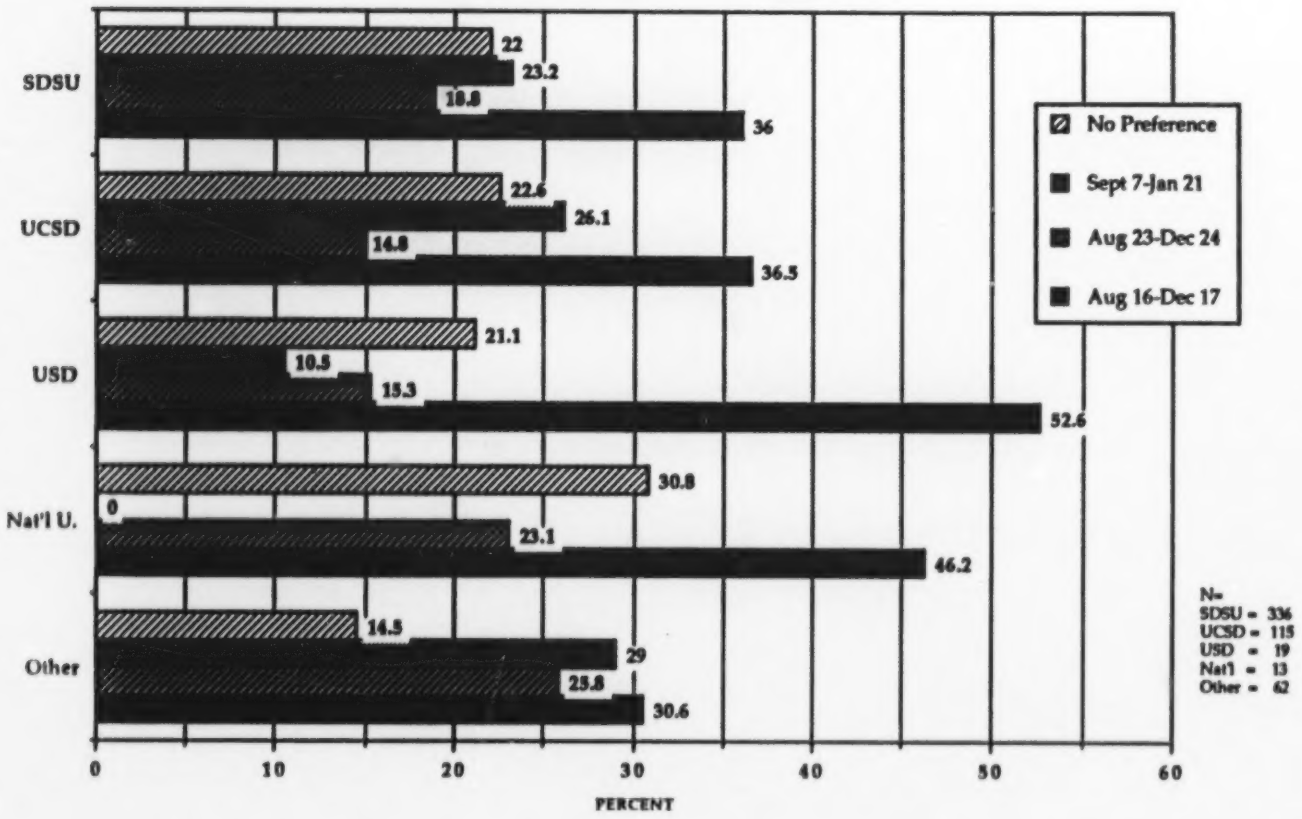
Calendar Preference to: Where do you intend to transfer?
San Diego City College



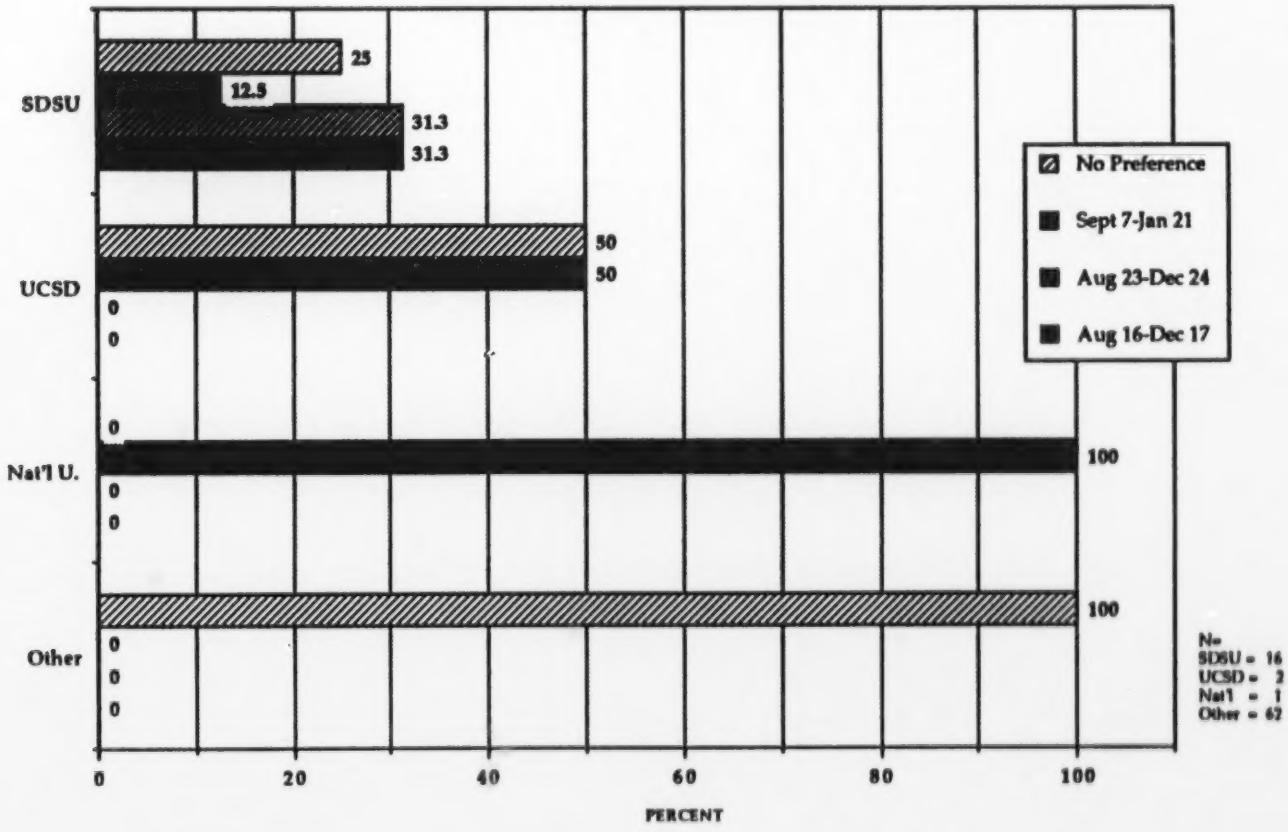
Calendar Preference to: Where do you intend to transfer?
San Diego Mesa College



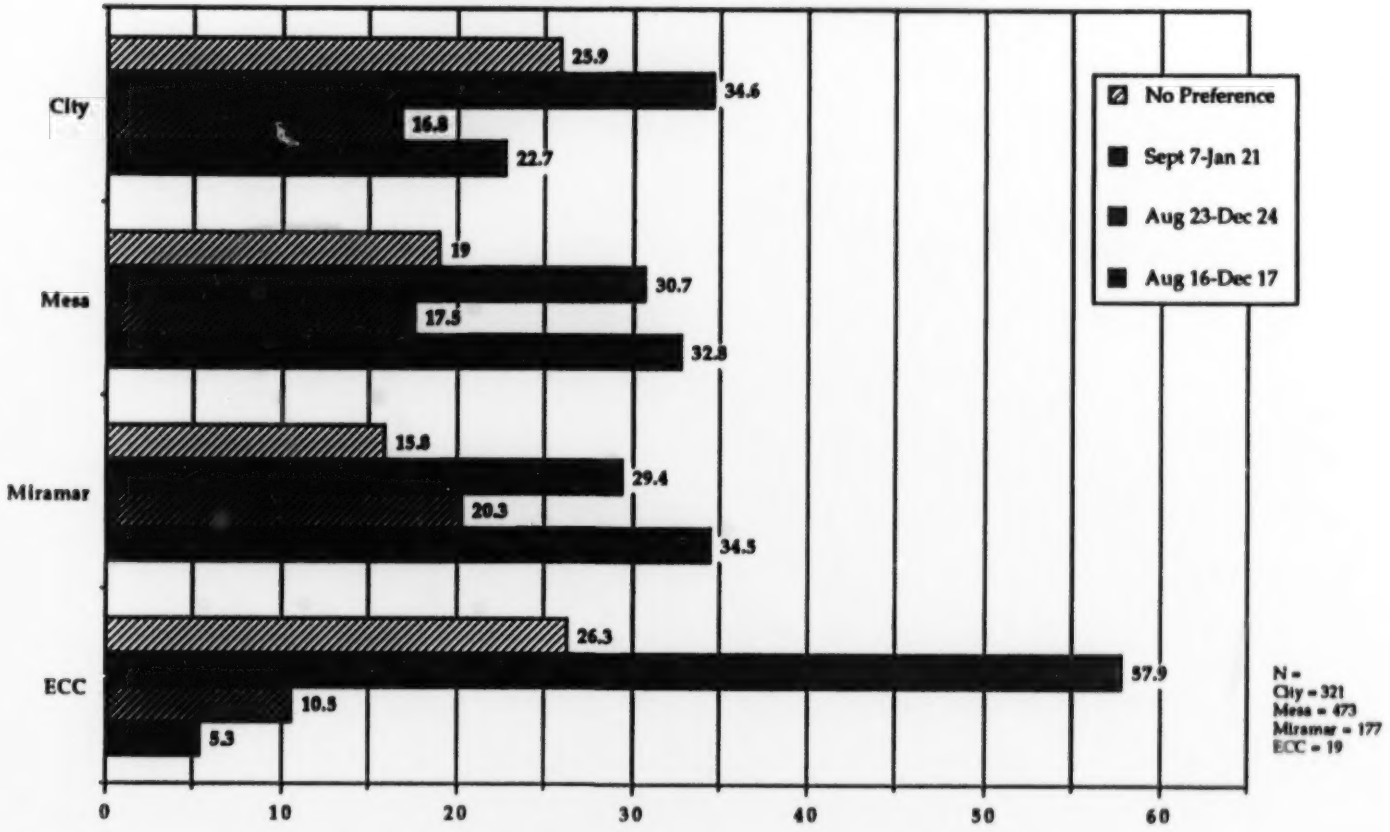
Calendar Preference to: Where do you intend to transfer?
San Diego Miramar College



Calendar Preference to: Where do you intend to transfer?
Educational Cultural Complex



Calendar Preference of Those With Children Attending The San Diego Unified School District



Appendix 2

Student Survey

STUDENT SURVEY - PLEASE RETURN

SDCCD is interested in determining your opinions and the following information about yourself. Please take a minute to answer the following questions.

1. Marital status
   ☐ Single ☐ Married ☐ Divorced ☐ Widowed
2. Age
   ☐ Below 18 ☐ 18-21 ☐ 22-25 ☐ 26-30 ☐ 31-35
   ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 50 +
3. Which of the following college calendars would you prefer for the Fall semester?
   ☐ August 18 to December 17 ☐ August 23 to December 24
   ☐ September 7 to January 21 ☐ No preference
4. Do you have any children attending San Diego Unified Schools?
   ☐ Yes ☐ No
5. If so, please indicate the grade level of your youngest child.
   ☐ Elementary ☐ Junior High ☐ High School
6. If you do have children attending San Diego Unified Schools, does this affect the calendar preference you indicated in question 3?
   ☐ Yes ☐ No
7. If you are now, or are planning to be, also enrolled in a four-year institution this Fall, please indicate which one:
   ☐ SDSU ☐ UCSD ☐ USD ☐ National
   ☐ Other (please specify) _____
8. Do you plan on transferring to a four-year college?
   ☐ Yes ☐ No ☐ Undecided
9. If you intend to transfer, please indicate when.
   ☐ Fall semester, 1992 ☐ Spring semester, 1993
   ☐ Fall quarter, 1992 ☐ Winter quarter, 1993
   ☐ Spring quarter, 1993
10. If you intend to transfer, please indicate where.
    ☐ SDSU ☐ UCSD ☐ USD ☐ National
    ☐ Other (please specify) _____
11. Please indicate which college you are enrolled in:
    ☐ City ☐ Mesa ☐ Miramar ☐ ECC

PAGE 1

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Appendix 3

CCC Calendar Survey

The San Diego Community College District

3375 Camino del Rio South San Diego, CA 92108-3883 (619) 584-6500

CITY COLLEGE · CONTINUING EDUCATION CENTERS · MESA COLLEGE · MIRAMAR COLLEGE

August 7, 1991

Office of the Chancellor
584-6957

Ernest A. Martinez
President
Cerritos Community College
11110 East Alondra Boulevard
Norwalk, California 90650-6298

Dear President Martinez:

The San Diego Community College district is currently reviewing Fall academic calendar options and I am asking for your assistance in informing our decisions. We are examining the instructional and fiscal impact of Fall academic calendars that end either before or after Winter break. Our past experience suggests that the fiscal and instructional implications of different calendars are numerous, therefore to make the most informed decision in this era of fiscal uncertainty, we need your help.

We are conducting a comprehensive comparative study between ourselves and other community colleges and districts in the state that have used different Fall calendars in the past. Information from the State Chancellor's Office indicates that your college changed from a late start/late end calendar in 1983 to an early start/early end calendar in 1984. We are interested in any insights you may be able to provide us on how this affected your operations from an instructional and fiscal point of view. The requested information on the enclosed questionnaire includes changes in enrollment, ADA and the student population. Also requested is some information about your college or district.

To assist you in returning the survey we are including a self-addressed, postage paid envelope. Please return the completed survey to us by September 1. We will be happy to share the results of this study with you when it is completed. Please let us know if you would like to receive a copy by indicating this on the enclosed questionnaire.

Thank you for your assistance in this endeavor. Your cooperation will help us to make the most judicious fiscal and instructional decision on this important issue.

Sincerely,

Augustine P. Gallego
Chancellor

APG:wba
enclosures

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CALENDAR SURVEY

Carnitos Community College

Please respond to the following questions. Where information is not available, indicate "N/A."

1. What factors influenced your decision to change your Fall calendar from late start/late end to early start/early end?

2. Was there a change in enrollment from Fall 1983 to Fall 1984? If so, what was the percentage change in enrollment?

3. Was there a significant percentage change in ADA from Fall 1983 to Fall 1984?

4. Based on your experience, do Fall semester ending dates (before or after the holidays) affect any of the issues listed below? Please indicate which are affected, and in what way.

	Positive Impact	Negative Impact	No Impact
Student Attrition	☐	☐	☐
Student Learning	☐	☐	☐
Faculty Satisfaction	☐	☐	☐
Student Performance	☐	☐	☐
Student Satisfaction	☐	☐	☐
Student Transfer	☐	☐	☐
Student Access	☐	☐	☐
Fiscal Condition	☐	☐	☐

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5. From Fall 1983 to Fall 1984, was there a significant change in enrollment in any of the following categories:

Low income students (income less than $10,000/yr.)

Ethnic minority students

Students with an educational objective of "transfer to four year college"

Single parents with children

Students between age 18 and 25

Students between age 26 and 35

Students age 36 or over

6. Was there an increase/decrease in student drops/withdrawals or failing grades from Fall 1983 to Fall 1984?

7. Has the change in your academic calendar been cited as the reason for any of the above changes?

8. How close is the nearest transfer university? (approximate number of miles)

9. How many of your students are concurrently enrolled in a 4 year university?

Thank you for taking the time to complete this survey. Please return to the San Diego Community College District Research and Planning office in the enclosed postage paid envelope.

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Responses to CEO Academic Calendar Survey

Late Start/Late End TO Early Start/Early End

	CERRITOS COLLEGE F'83-F'84	FEATHER RIVER COLLEGE F'88-F'89	LONG BEACH CITY COL. F'83-F'84	MIRA COSTA COLLEGE F'88-F'89	PALOMAR COLLEGE F'87-F'88	SIERRA COLLEGE F'88-F'89	VICTOR VALLEY COLLEGE .F'87-F'88	YUBA COLLEGE F'89-F'90
What influenced your decision to change calendars?	More in line with other colleges.	To finish before Xmas break and coincide with CSUC schedule.	Mid-year transfers & the long break near the end of the semester.	Early end allows student more time to find summer jobs & coincides better w/4-yr colleges.	Ease of xfer to CSU; No holiday break interference; improved prof. devel. for faculty.	Xmas break ; summer labor market more accessible; calendar compatible w/4-yr colleges.	Faculty concerns about the time wasted getting the student up to speed after Xmas break.	Faculty complaints of too many drops aftrer holidays; AB1725 emphasis on staff development.
Was there a change in enrollment from F'__ to F'__?	-7.2	very similar	Decreased, but calendar not only factor involved.	10% increase in first census enrollment of credit students.	+13.3%	+7.6%	Increased 8.2%, but pop. increase of ~10% may have clouded decision.	+7%
Was there a significant % change in ADA from F'__ - F'__ ?	-3.8	No	No	Fiscal year-end figures showed a 20% increase	+9.5%	+10.5%	+8%	No
Do ending dates affect any issues listed below;	1=positive 2=negative 3=no impact							
• Student Attrition	1	1	3	1	1	n/a	1	1
• Student Learning	3	1	1	1	1	n/a	1	1
• Faculty Satisfaction	1	1	1	1	1	1	1	1
• Student Performance	1	1	3	1	1	3	n/a	1
• Student Satisfaction	1	1	1	1	1	1	1	1
• Student Transfer	3	n/a	1	1	1	1	1	1
• Student Access	3	n/a	3	2	1 & 2	n/a	3	2
• Fiscal Condition	3	n/a	3	n/a	1	1	3	3
Was there a significant change in enrollment from F'__ to F'__ in the following categories:	F'83-F'84	F'88-F'89	F'83-F'84	F'88-F'89	F'87-F'88	F'88-F'89	F'87-F'88	F'89-F'90
.Low income students	n/a	No	We didn't track by these catagories, but I would say nothing significant to any of them.	n/a	unknown	No signifcant change	n/a	n/a
.Minority students	+10%	No		14%	+24.9%	No significant change	No impact	n/a
.St. w/ed. objectives of 4-yr transfer	-0.9%	No		n/a	unknown	Increased 13.1%	n/a	n/a
.Single parents w/children	n/a	No		n/a	unknown	n/a	n/a	n/a
.Between age 18 & 25	-2.2%	No		+18%	+10.0%	Increase 11%	No impact	n/a
.Between age 26 & 35	+1.2%	No		+7%	+15.7%	Incresse 5.1%	No impact	n/a
.Age 36+	+1.0%	No		-1%	+18.7%	Increase 3.4%	No impact	n/a
Was there an increase/ decrease in drops and/or withdrawals?	Yes, W's higher than usual due to calendar confusion.	No	Not significant	Drops=+8% W's = +6% F's=-14%	Unknown	W's = +9.5% F's = +14.1% no significant change in GPA	W's = decreased F's = no change	Decreased
Has calendar change been cited for any of the above changes?	Not to our knowledge	No	No	Students are now officially dropped rather than assigned an "F"	No	No study to validate factors to cal. chng.. Speculation is that cal. improved areas. Fac. & Stdnts. support cal..	Instr. perception that early strt/end has decreased W's. We have not undertaken a valid study.	Yes

Prepared by: Research & Planning
Date: September 27, 1991

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